Standfor Evolution



5 CLASSES AWEEK

LOWER

TEACHER BOOK

StandFor Evolution



5 CLASSES AWEEK

TEACHED

TEACHER BOOK



Dear Teacher,

Welcome to **StandFor Evolution Fly High**, an extended course load English program created for the Brazilian market. From pre-primary to secondary education, our program offers five classes per week in accordance with the National Common Curricular Base (BNCC, in the Portuguese acronym).

Your planning routine will be made easy with well-structured class plans for the wide variety of classes that form our program, ranging from lessons based on the four skills and grammar to ones based on maker culture, from learning through project work to extensive reading. To ease your daily workload, the different types of classes are all presented in this **Teacher Book** accompanied by step-by-step instructions.

Developed to assist you in your journey of empowering the students as they learn English, StandFor Evolution Fly High provides you with all the necessary support for your mission to ensure that we are helping students become capable of achieving their objectives and take advantage of the opportunities offered by our multicultural and globalized society – students that are prepared to interact and use English outside the school walls.

We hope that, through the study of the English language and all the benefits it offers, together, teacher, students, and the **StandFor** team, we can look back at the end of our journey and see ourselves transformed for the better.

You can count on us!

The StandFor Team

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PROGRAM OVERVIEW

StandFor Evolution Fly High is an educational solution aimed at Brazilian schools committed to educating bilingual students for the world. It covers all basic education, from pre-primary to secondary education, and it was especially designed with the needs and characteristics of Brazilian students and teachers in mind. Because of this, StandFor Evolution aligns its contents with those in other subjects, and therefore with the BNCC whenever possible.

The program seeks to contribute to students' protagonism in the learning process and to make the classroom a space for sharing knowledge in all directions: teacher-students, students-teacher, and student-student. In addition, the development of 21st-century skills permeate the activities proposed in each class.

The **StandFor Evolution Fly High** program features 180 classes (five per week) composed of activities meant to fit into a 40 to 50-minute class. The program covers cross-curricular content and has a language syllabus structured in such a way as to give you the flexibility to organize classes in a sequence that favors students' learning and that adapts to your school's reality and needs.

The program is organized into the following modules:

>> UNITS	
	52 classes
>> CLIL PROJECTS	8 classes
>> CLIL PROJECTS >> DIGITAL SCIENCE	8 classes
>> DIGITAL SCIENCE >> STEAM	
>> STEAM >> STEAM PROJECTS >> GRAMMAR	
>> GRAMMAR	8 classes
>> SPEAKING	8 classes
>> LISTENING	16 classes
>> READER	8 classes
>> STANDFOR PROJECT	10 classes
>> GAMES	10 classes
>> MUSIC	4 classes
>> SUCIAL-EMOTIONAL LEGISLATION AND STATE OF THE PROPERTY OF T	3 classes
>> KEVIEW	4 classes
PO ASSESSMENT	4 classes
LAMM PRACTICE	4 classes
THE CLASSES	8 classon
>> STANDFOR SERVICES	12 classes
1000) classes

MODULES

The **StandFor Evolution Fly High** program offers different kinds of classes organized into modules that bring diversity and dynamism into the classroom. Each module is associated with a different color.

UNITS

The language syllabus is the focus of these classes. They focus on the development of four skills: reading, listening, speaking, and writing.

In these classes, cross-curricular content and language are integrated.

CLIL PROJECTS

Students develop two
cross-curricular projects that connect content with
their daily lives and include language learning.
Students create a final product and go through
typical project stages to accomplish their goals:
planning, production, and evaluation.

DIGITAL SCIENCE With step-by-step instructions, these classes include video lessons introducing science content in accordance with the BNCC.

opportunity to work with content related to the areas of science, technology, engineering, art, and math and develop a project in one class.

STEAM PROJECTS Students are challenged to create products related to the STEAM areas in four classes following a scientific methodology: hypothesis, planning, testing, evaluation, re-testing, final evaluation, and presentation.

These classes include activities that spring from the readings in the two **StandFor Graded Reader** books to promote enjoyment of the stories and reflection about their themes.

knowledge is constructed out of group discussions about an issue related to cross-curricular content. The focus is on content, not language.

These classes review and recycle the language structures and vocabulary learned in the units with fun activities.

In these class plans, you are given ideas on how to work with songs in the classroom. Some classes deal with sounds and others give you suggestions for activities and sometimes songs to use with your students.

SOCIAL-EMOTIONAL LEARNING

These video lessons introduce Amber and Nicholas, who talk about teen-relevant issues and invite the students to reflect on their emotional reactions based on their own life experiences.

REVIEW
These classes are an opportunity to review content and prepare students for the summative assessment moments.

ASSESSMENT Classes in which different kinds of activities, including a formal test, can be carried out to check on students' progress and questions.

These classes give students the chance to familiarize themselves with international exams and get ready to take one if they wish to.

visit to the school to interact with students and teachers in these classes. This means time for a storytelling activity or an English immersion day with lots of activities.

classes because they are meant to give you flexibility to include activities of your own, join a school event, or even adjust your calendar. Although the free classes are presented at a certain moment in the program, you are encouraged to make use of them when you deem it most appropriate

Handbook Units and Extras

Welcome Unit

Consisting of six pages, the Welcome Unit presents activities that allow students to review grammar and vocabulary they have already studied. The activities are well-contextualized and designed in a very user-friendly way.

Units

There are eight units with ten pages each, and each unit is divided into four lessons. A more detailed breakdown of each unit will be given on the following pages.

Review

All eight units have a corresponding one-page review, aimed at reviewing grammar and vocabulary. The eight reviews contain practical activities and a mini-project that are closely related to the main theme of the unit.

CLIL and STEAM Projects

Every two units are followed by either a CLIL or a STEAM project. Both CLIL and STEAM are approaches that engage students by connecting the learning to their own lives. English is just one of the many different abilities students will be challenged to put to use.

Throughout the process of each project, students are invited to get hands on to organize and carry out a sequence of tasks or stages. The final product will be the findings from their research on an initial driving question or their own creative solution to a proposed problem, such as building a stool that supports their weight or creating music to express feelings without using instruments. Their challenge is to reach that goal through collaborative teamwork, using their own strategies and resources. The projects culminate with a student-led production to present their work.

Word Bank

A illustrated glossary with the vocabulary from each unit that students are expected to start using more actively. The **Word Bank's** visual style has been designed to help students associate meaning with images, rather than providing translations. The glossary may also include definitions, synonyms, opposites, etc.

Grammar

Unlike the grammar worked on in the units, here grammar is presented in a deductive way through visual and interactive context related to the unit. The main objective of this section is to allow students to organize what they have been learning and develop their self-study skills.

Workbook

There are four pages of complementary activities for each unit. Closely related to the content developed in each one of the four lessons in the unit, the tasks in the Workbook aim at providing students with more opportunities to review and consolidate the unit content. The Workbook includes reading, grammar, and vocabulary tasks that may be carried out in class or assigned as homework.

Verb List

This section provides students with a useful list of irregular verbs. The list on this page could be referred to and utilized in different ways: a reference for a written activity, as prompts for a story, as games to help students memorize chunks, etc.

Student A and B

These are activities that provide students with the opportunity to practice recently learned language items and functions while performing an oral task.

Working in pairs, each student reads a different page. A or B, each providing different information. As each student knows something the other needs, the A/B activities foster real interaction and communication, requiring students to authentically exchange information on a specific topic related to the unit.

Stickers and Cutouts

The **Student Handbook** includes include stickers and cutouts. These are an integral part of some unit activities. These bring variety to class materials and motivate students to pay closer attention to the task they are doing.

The pages where students can find the stickers or cutouts are indicated in the relevant activities.

Unit Structure

The StandFor Evolution Lower Secondary program is an innovative collection whose urban and alternative design functions as yet another tool to appeal to and engage learners.

Because we understand that a little predictability can be very welcome, the units trace a path that will allow both teachers and students to anticipate, to a certain extent, what they will be working on from lesson to lesson.

There are eight units in each Handbook. All of them consist of a visually attractive opening spread and four lessons of two pages each. Although the four skills are used in every lesson, each of the four lessons in a unit has a main focus on one of the four skills:

- >> Lesson 1: Reading
- >> Lesson 2: Speaking
- >> Lesson 3: Listening
- >> Lesson 4: Writing

Opening Pages

All units begin with an attractive double-page spread with:

- >> Non-verbal texts related to the theme of the unit:
- >> The objectives of the unit;
- >> A self-evaluation task.

These pages have been designed to give learners a taste of what they are going to talk about in the unit. The images and the visual impact of the opening spread are intended to engage students' curiosity about the theme and activate their existing knowledge. Although there are different ways you may explore the non-verbal texts, it is important that you suggest tasks that elicit what they already know about the topic. Here are a few suggestions:

- >> Students read the title of the unit and look at the image. Next, they share with a partner three pieces of information they know about the theme of the unit.
- >> In small groups, students take turns describing the image.
- >> Students write a caption for the image.

Another important feature of the opening spread is the list of objectives. There will always be ten objectives per unit. One suggestion for working with these objectives is to ask students to read them and decide which ones they think will be more interesting or more challenging.

When you have finished the unit, students should go back to these pages, read the objectives, and do the self-evaluation task, using the stickers provided.

As a follow-up, talk to students about what can be done to improve the objectives they feel they need to work harder on. Encourage them to make a simple action plan, such as "read an infographic on a theme I particularly like" or "write facts and figures about a theme I particularly like."

Reading activities may occur in any lesson, but in Lesson 1 the emphasis is on the development of reading skills. The chosen texts provide students with a wide range of genres and linguistic variants. Some texts are authentic and some have been adapted to make them more comprehensible to students. Whenever this is the case, the original visual presentation of the text is simulated to maintain the structure and characteristics of the genre.

The texts are presented with activities that allow students to analyze the genre, as well as prewhile, and post-reading activities. These may not necessarily be in the Units, however, the Teacher Book includes suggestions of how to help students develop their reading strategies.

Some of the reading texts have also been recorded. We recommend that you play the audio when the students first encounter the text in order to foster reading fluency, preventing students from pausing at unfamiliar words, and also to allow them to experience pronunciation features of the language, such as linking and intonation,

Communication

This section appears mostly in Lesson 2. The activities in Communication aim to develop accuracy in speaking, as opposed to oral fluency and personal expression, which is the primary focus of the activities indicated by the speaking icon. The proposed activities range from more controlled practice (repetition, drills, grammar games, etc.) to less controlled ones (cued-dialogs, A/B activities, etc.), culminating in production (fluency practice in speaking). Suggestions of freer speaking activities are also provided in the Teacher Book.

Listening

Just like Reading, Listening may appear in any of the four lessons. It is in Lesson 3, though, that the focus is on the development of listening skills. To ensure the Student Handbook offers a great sample of English variants, the speakers come from different regions of the world and they may or may not be native users of the language. In Lesson 3, the genre and social function of the text are more relevant than the grammar and images that accompany the tasks. Audio scripts for oral texts are provided in this Teacher Book.

Writing

The units culminate with written production in Lesson 4. Students will be asked to produce a text belonging to a textual genre. This may be the same genre explored in Lesson 1 or a different one. Whenever this is the case, the lesson will come with a model text of the same genre so students can explore and analyze its conventions (what it is, who writes it, who is the target reader, why it is written, where it appears, the layout, style, text structure, lexical and grammatical features, etc.).

Students should always be encouraged to follow the steps in their writing process, which include planning, drafting, revising, and writing a final draft. The step-by-step instructions Teacher Book I lages may be suggested on the same page as the proposed task or in the Teacher Book. Here are other suggestions you may use with students:

Planning

- >> Students brainstorm ideas for their texts orally in large or small groups and make a collaborative error map
- >> Students make a list of useful vocabulary and grammar items according to the genre or topic of the sea
- >> Teacher elicits rubrics for self-assessment and evaluation.

Drafting

- >> Students explain to a partner what they plan to put on paper.
- >> Students are encouraged to use dictionaries and their books as reference material.
- >> Students use rubrics as a checklist while they are writing their texts

Revising

- >> Students read and revise their own text, focusing on the rubrics.
- >> Students look critically at a partner's text and make comments based on the rubrics.
- >> Students read a partner's texts and make constructive comments on content and form.

Grammar

Grammar is an important feature of learning a language and this section may appear in any of the four lessons. There may also be more than one topic per lesson. Whenever this happens, a new subtitle will be provided. The rule activity will appear in most cases and is an integral part of the section, as it helps students figure out the rules by themselves.

Pronunciation

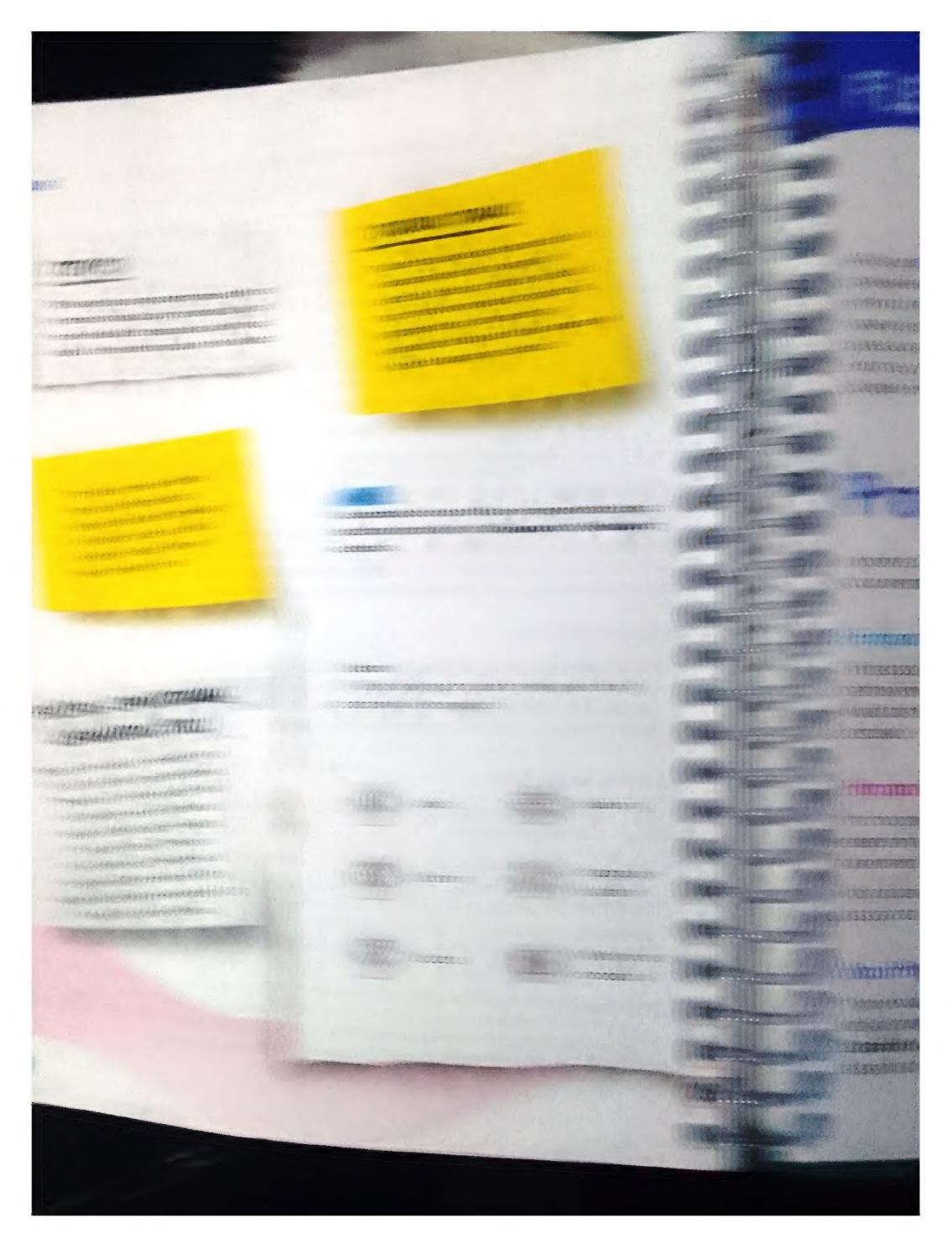
This section may appear in Lesson 2 or 3. It usually provides highly controlled speaking practice. The section may also occur as pre-listening activity in Lesson 3 in order to warm students up for the oral text or, less frequently, after the listening task as a noticing activity. There may be more than one topic per lesson.

Cross-references

These indicate the page students should go to for more practice or information about a topic. There are cross-references to:

- >> EGAIGAN
- >> Wylorkibiorak
- S Grannmar
- >> Woord Bank

These enable students to have easy and quick access to a number of videos presented by Amber and Nicholas. There are four QR codes in each Handbook.



FLEXIBLE PROGRAM

Although the class plans in this Teacher Book come in a pre-determined sequence, there are many other possible sequences in which the classes can the arranged. To make the reorganization of the material possible, each class was designed to be used regardless of what class came before or after in a Idition, we created a class heading so that you can number your classes in the order that best suits your objectives and your institution's

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Program Planning

n order to learnage now the flexible program works, we provided two program options. Once

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Class 59	UNIT 3, Lesson 4
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Class 67	UNIT 4, Lesson 1 Part 2
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Class 70	UNIT 4, Lesson 2 Part 1
Class 71	SPEAKING, Unit 4 • Ads from the Past
Class 72	UNIT 4, Lesson 2 Part 2
Class 13	STEAM PROJECT, The Plastic Fabric Challenge Part 2
Cla 14	UNIT 4, Lesson 3
Class 15	STEAM PROJECT, The Plastic Fabric Challenge Part 3
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Class 17	UNIT 4, Lesson 4
Class 76	STEAM PROJECT, The Plastic Fabric Challenge Part 4
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Class 150	UNIT 8, Lesson 2 Part 1
Class 151	LISTENING, Unit 8 • How the Internet Changed Our Lives
Class 152	UNIT 8, Lesson 2 Part 2
Class 153	SPEAKING, Unit 8 • The Past and Future of Communication
Class 154	UNIT 8, Lesson 3
Class 155	READER, Robinson Crusoe Part 3
Class 156	READER, Robinson Crusoe Part 4
Class 157	UNIT 8, Lesson 4 Part 1
Class 158	UNIT 8, Lesson 4 Part 2
Class 159	READER, Robinson Crusoe Part 5
Class 160	SPEAKING, Unit 8 • Screens
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Class 162	STEAM, Unit 8 • Upcycling
Class 163	SOCIAL-EMOTIONAL LEARNING, Unit 8 • Stalking
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Class 165	STANDFOR PROJECT, From the Stone to the Internet Part 1
Class 160	STANDFOR PROJECT, From the Stone to the Internet , Part 2
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Class 90

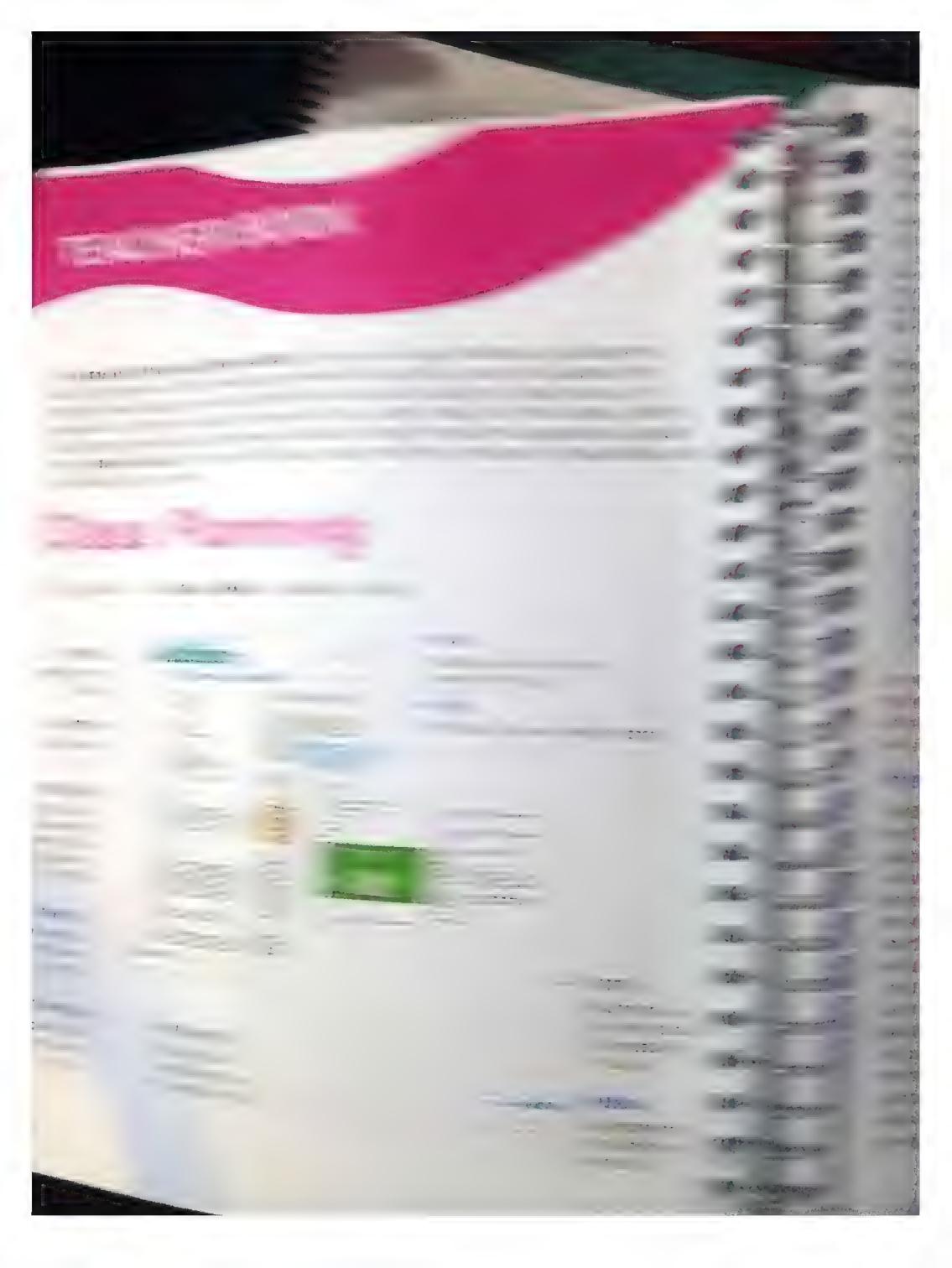
STANDFOR SERVICES

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			Class 121	SOCIAL-EMOTIONAL LEARNING Un t 6 . Extral Extra!	
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Class 149	UNIT 8, Lesson 2 Part 2	
Class 150	UNIT 8, Lesson 3	
Class 151	UNIT 8, Lesson 4 Part 1	
Class 152	UNIT 8, Lesson 4 Part 2	
Class 153	GRAMMAR, Unit 8 • Verb Tenses Review	
Class 154	LISTENING, Unit 8 • How the Internet Changed Our Lives	
Class 155	SPEAKING, Unit 8 • The Past and Future of Communication	<u>.</u>
Cars 156	SPEAKING, Unit 8 • Screens	
Class 157	CLIL, Unit 8 • How Did We Communicate in the Past?	A 44 / M
C ass 158	STEAM, Unit 8 • Upcycling	Sandardo de Series
Class 159	SOCIAL-EMOTIONAL LEARNING, Unit 8 • Stalking	
Class 160	REVIEW, Units 7-8	4. 4. 4. 4. 4. 4. 4. 4. 4. 4. 4. 4. 4. 4
Class 161	ASSESSMENT, Units 7-8	
C ass 162	EXAM PRACTICE, Unit 8	
Class 163	FREE CLASS	
Class 164	READER, Robinson Crusoe Part 1	~ · · ·
Class 185	READER, Robinson Crusoe Part 2	
Class 166	READER, Robinson Crusoe Part 3	
Class 167	READER, Robinson Crusoe Part 4	
Ciass 168	READER, Robinson Crusoe Part 5	
Class 169	FREE CLASS	
Class 170	STANDFOR PROJECT, From the Stone to the Internet Part 1	
Class 171	STANDFOR PROJECT, From the Stone to the Internet Part 2	
Class 172	STANDFOR PROJECT, From the Stone to the Internet Part 3	
Class 173	STANDFOR PROJECT, From the Stone to the Internet Part 4	
Ciass 174	STANDFOR PROJECT, From the Stone to the Internet Part 5	
Class 175	GAME, Mystery Investigation	
Class 176	DIGITAL SCIENCE, Plant Vascular System Part 1	
Class 177	DIGITAL SCIENCE, Plant Vascular System Part 2	
Class 178	DIGITAL SCIENCE, Gas Exchange in Plants	
Class 179	FREE CLASS	
Cass 180	STANDFOR SERVICES	



Nathémis and Bobike (2011) state that

- to it provides a framework or "read map" for your lesso
- in a rar a pi
- PD It provides a sense of security
- *> It determines the sequence and timing of activities
- >> It factor you realize your principles and beliefs.
- >> It provides you with a record of what has been taught (p)

Remember that, you can always adapt the class plans in this **Teacher Book** to your needs

After each class, reflect on how it went in order to plan the ones that follow. Richards and Bohlke (2011) suggest some questions for this:

1, Did my students enjoy the lesson? 2. Were there sufficient activities to engage my students throughout the lesson? 3. Which aspects of my lesson were the most successful? Which were the least successful? 4. Did I manage to achieve what I set out to teach? Were my objectives met? What evidence do I have for this? 5. What difficulties did my lesson pose? 6. Will I teach my lesson in the same way next time? (p. 41)

Some pages in this Teacher Book include note-taking space. Register your insights there and use them the next time you teach this level

Free Classes

The StandFor Evolution program includes Free Classes to give you flexibility and the apportunity to

apportunity to include your own activities or to cope with the specifics of your whool's calendar for this reason, you will find blank class plans at suggested moments in the program so that you can make

WOLF OWN plan.



Andrew Springer

there is the trust cours to the programme of consponents and the

fadaral suppresent on language, textury suits migray suiters. will-explusion, and other movement abuse.

-

Suggestions of activities to comparison the days. These are optional

to furtie

Suggestions of texts, books, waters, etc. to give you more information on the topic of the class

Language Variation

Additional information about language variation. This has been designed to help you broaden students' awareness of why English can be considered a lingua franca nowadays, a language that becongs to people from different parts of the world. The texts included in Standfor Evolution reflect this huge variety of English speakers.

Figo-tenios

There are times when the lesson must be more finely tuned for the group of students or time available for the lesson. This box may offer suggestions of how to deal with fast-finishers or how an activity may be better differentiated in order to cater to students who have more difficulty, giving them more time and a better opportunity to understand and acquire that specific content.

Classroom Managemen

Tips on how to deal with typical classroom situations.

Audio Script

A transcription of the audio. The track number is given as a title.

Cross-Curricular Icons

The following icons appear near the title of the class whenever there is cross-curricular content. The same icons are used in the Student Handbook















Educatio



Geography



Zan



teacher has changed immensely in the past decade. We have been dealing teacher has changed immensely in the past decade. We have been dealing the more connected with what happens around them and who have more thanks to easier and quicker access to the internet and various

The land of the core of the pedagogical reasoning that guides this collection is a stagement are key words, and you will certainly notice this as you begin

the actions and qualities of a protagonist. Protagonists are closely related to the actions and qualities of a protagonist. Protagonists are closely related the actions and qualities of a protagonist. Protagonists are closely related the action of the action of the main character in a play, movie, or novel.

The actions and qualities of a protagonists in a play, movie, or novel.

The action of the word of a protagonist of the action of the movie, or novel.

The action of the word of the movie than 10 20, or 30 protagonists in a classroom? What kind of learning the movie of the active and motivating engagement of learners?

The actions are concepts we have turned to in order to address the challenge of finding such powerful driving questions

Relevance of Themes and Topics

The topics such as Think Tank and SEL, aim to encourage a more critical approach to each the topics selected include diversity, the environment, technology, arts, and accommunication, among others. By and large, besides lending themselves to the rement of English learning and bringing the knowledge produced in the teath themselves there is the topics provide students with opportunities to put into practice and social aspects such as critical thinking, reflections on citizenship, and greater than the and emotional about estimated and emotional about estimated.

West teracles and Multimodality

Standfor Evaluation Lower Secondary. This collection acts, in many ways, as a springboard design elements, and other multimodal features to which we are

teracy was coined in the 90s by the New London Group, a group of Cluded linguists and educators. If at first the original focus of literacy was writing, multiliteracy expanded that to the development of learners multimodal texts as well as empowering them as producers of such texts.

. The question VVhat is appropriate for all (students) in the context of the ever more to the concept of multiliteracy by the New London Group

The diversity and multiplicity of languages and media;

The diversity and multiplicity of local culture characteristic of local populations, as opposed to global culture The pedagogical approach of multiliteracies brings diversity of cultural, linguistic, technological, and communicative aspects to the classroom. Also, it situates the students' personal experences and their previous knowledge as key elements in their learning process. This approach provides students with the possibility of a practical transformation as they are encouraged to apply what they have learned so far in their life. This way, as learners come into contact with a great variety of text genres and activities that promote new relations and dialogs in their life, that old image of a student's brain being an empty receptacle becomes even more obsolete

More than mere consumers of shared knowledge, students are encouraged to appreciate diversity and develop their skills so they can participate and cooperate more democratically in this multimodal world through the use of new technologies.

The verbal and non-verbal texts included in this collection aim to represent a wide range of communities that use English to communicate, not only the ones that use English as a mother tongue or second language. Our objective here is to promote intercultural learning and raise awareness of the many different variants of English. These are important components of multiliteracies.

Digital Literacy

As we want a book that also engages students through the language used on the internet and social media, another key feature in this program is its digital component. The collection has been developed with an eye to connecting students to the challenges we face in our digital era. According to the ALA (American Library Association), "digital literacy" is defined as "the ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills" (Heitin, 2019).

We go along with this definition and believe that even though students were born in the Digital Era, they need room to develop the skills and strategies that will allow them to become digital citizens. An effort has been made to provide students with tools and activities that will more closely connect them to the digital era they live in and, as we have seen, this goes beyond naively accessing publications on the internet.

Hiller Spires, professor of Education and Technology at the University of North Carolina, considers three main points in digital literacy:

>> Finding and consuming digital content;

>> Communicating or sharing this content.

>> Creating digital content;

In other words, digital literacy is closely related to the students' ability to search for, evaluate, and produce content on different digital platforms. Not far from the concept of multiliteracy and critical thinking, digital literacy is gaining more and more importance in education for the role it plays in this learning stage of students.

We believe we can contribute to this learning by providing activities that encourage the critical use and production of digital content, digital interaction, and game-based learning. This will occur through the design and use of digital content through apps, the internet, videos, and social network.

English as a Lingua Franca (ELF)

Looking at English as a lingua franca – a language which allows people from across the globe and diverse language backgrounds to have access to what is being internationally produced in

terms of cultural, academic and should will their evel, it is an a second at the same time, a language of an enables us to primunicate with the same enables us to immunicate vy trader, and regreted to describe the under and regreted to the provides as with the under and regreted to the provides as with the under and regreted to the provides as with the under and regreted to the provides as with the under and regreted to the provides as with the under a provide to the provides and the provides as the provides a Considering the teaching at a least an absolute be expended to the control of the Considering the teaching and represent an involude expension of the control of th other points of view may represent an investigation and active participation and active participation. a role in the social, cognitive, and affective name and active participation in a world that has been use English as a resource for their comprehension and active participation in a world that has been use English as a resource for their comprehensely in this Jauguage is undoubted. con municuling more and more intensely in this language is undoubtedly a privilege The collection is permeated by the concept of EEE finis is clearly seen in the sile of ingles. The collection is permeated by a communities across the globe that communities and and in ages from a variety of communities across the globe that communities as a second and in ages from a variety of communities across the globe that communities are selected and and in ages from a variety of communities across the globe that communities are selected and and in ages from a variety of communities across the globe that communities are selected as a constant of the globe that communities are selected as a constant of the globe that communities are selected as a constant of the globe that communities are selected as a constant of the globe that communities are selected as a constant of the globe that communities are selected as a constant of the globe that communities are selected as a constant of the globe that communities are selected as a constant of the globe that communities are selected as a constant of the globe that communities are selected as a constant of the globe that communities are selected as a constant of the globe that communities are selected as a constant of the globe that communities are selected as a constant of the globe that communities are selected as a constant of the globe that communities are selected as a constant of the globe that constant of th and not only the ones that have English as it officer tongue (L1) or those where English as a and not only the ones that have relevant, we will point out some variants in the use of { or } ... Finally, although we do encourage and promote the use of English in class whenever possible, the use of students' first language doesn't have to be frowned upon or avoided at all costs. After all, they may resort to it in order to establish new connections between both languages

Critical Thinking

Critical thinking appears in different ways in ELT (English Language Teaching). In this collection, it was be reflected not only in the choice of topics that lead to reflection, but it will also be developed in activities that promote the abilities of synthetizing, analyzing, reasoning, understanding, applying, ceating, and evaluating, which are elements of high-order thinking skills. These skills will be approached in the Think Tank box in particular.

These are the areas of critical thinking which will be explored in the collection:

- >> Anay ang
- >> Applying standards,
- >> Discriminating:
- >> information seeking;
- >> Logical reasoning;
- >> Predicting,
- >> Transforming knowledge,
- >> Identifying biases:
- >> Inference;
- >> Determining relevance;
- >> Curios ty,
- >> Evaluation,
- >> Self-regulation.
- >> Interpretation;
- >> Explanation.

CLIL & STEAM

Another good vehicle for the development of critical thinking skills in this collection is the presence of two CLIL (Content and Language Integrated Learning) and two STEAM (Science, Technology, Engineering, Arts, and Math) projects in each Handbook. These projects are clearly sequenced, foment interdisciplinarity, and allow students to work collaboratively in a group Students are encouraged to use their creativity, considering different possibilities to answer a question or face a challenge, and to put different abilities, previous knowledge, and special talents into practice in order to reach a final common goal.

While CLIL consists of teaching both content and language, it also creates the conditions for the development of other cognitive skills, such as problem-solving, planning, and decision-making in other words, students may be encouraged to do some research on a specific topic to learn more about it of a final goal (language) as a tool to gather and communicate new information and achievement of a final goal (language skills), and students may be deciding together how to best communicate their findings in an infographic (cognitive skills), all of which occur in an integrated way. To encourage critical thinking, you may ask students some questions as they are developing their work, such as "what are your sources?" and "what other ways are there of accomplishing this?" STEAM is an integrated approach that presents students with a challenge that may appear to have little to do with the challenge.

though – and this is the power of STEAM – will require them to come up whick, it is a their all their resources and shills in order to satisfactor y produce something they we probably never done before, discuss different solutions to meet the challer ge, and evaluate the result they've achieved as a group. Leading questions such as "what do you need to begin this project?" and "have you considered other possibilities?" may also be asked in order to foster students' critical thinking.

Learner- and Learning-Centered Approach

In **StandFor Evolution**, the focus is on the students' development and experience, which is a fundamental aspect of language learning. However, Cameron (2001) argues that due to the diverse linguistic, psychological, and social development of learning, it is vital to adopt a learning-centered perspective, in the sense that keeping the learning objectives in mind is crucial to reaching success in the classroom. In this sense, "knowledge about [...] learning is seen as central to effective teaching" (ibid., p. I)

StandFor Evolution offers several opportunities for students to learn through experiments, collaboration, observation, and hands-on activities. Teachers are provided with suggestions to help students achieve their potential.

Social Constructivism and Zone of Proximal Development (ZPD)

Lev Vygotsky's social constructivist theory emphasizes the importance of social interaction in the development of cognition. In this sense, knowledge is constructed through the relationship between people. According to Vygotsky, the cognitive development in children occurs first on the social level (between people) and then on the individual level (within the child).

Since language plays a central role in human interactions, language is central in Vygotsky's theory. The idea is that learners use language first to communicate and interact with others and "this is the prerequisite for their being able to later internalize what was said as knowledge or competence" (Dalton-Puffer, p. 9). Therefore, teachers are seen as a guide and a facilitator of the learning process.

The concept of Zone of Proximal Development (ZPD) (Vygotsky, 1978) is fundamental in Vygotsky's theory. It refers to the tasks a child is able to do with support from others, that is, the tasks that are in a 'process of maturation [.] functions that will mature tomorrow but are currently in embryonic state" (ibid, p. 86). Therefore, what children are not able to achieve today on their own, they will become able to accomplish with scaffolding and support. According to Tomlinson et al. (2003):

The teacher's job is to push the child into his or her zone of proximal development, coach for success with a task sightly more complex than the child can manage alone, and, thus, push forward the area of independence. It is through repetition of such cycles that learners grasp new ideas, master new skills, and become increasingly independent thinkers and problem solvers. (p. 126)

Therefore, **StandFor Evolution** provides different activities for teachers to scaffold learning, in which students are invited to collaborate with other to become active critical learners. While learning the new language, they are challenged to discuss topics of social interest, aiming to raise their awareness in the process of becoming conscious, empathetic, and critical citizens.

Social and Emotional Learning

Many studies have discussed and proven that developing social and emotional skills in school is fundamental for students to become happy and successful adults. According to the Collaborative for Academic, Social, and Emotional Learning (CASEL):

Smill and Emplored Learning (SEL) is the process through which children and adults understand and Social and Limitional Learning (SEL) is the positive goals, feel and show empathy for others, establish and manage emotions, set and achieve positive goals decisions. (CASEL, n.d.) manage emotions, set and achieve partially specific and decisions (CASEL, n.d.) manage emotions relationships, and make responsible decisions (CASEL, n.d.) They have identified five core competencies in SEL that can be helpful for teachers when

planning and applying them in their lessons. These are: planning and applying them.

• Self-awareness: the ability to maising them, control impulses, and become restricted. Self-awareness: the ability to recognize areas, control impulses, and become motivated self-management: the ability to manage amount vitowards opening from the

Self-management: the ability to market people from the same and different cultural social awareness: the ability to disvelop empatry towards people from the same and different cultural >> Relationship skills: the ap lity to communicate clearly, listen carefully, and cooperate.

>> Relationship skills: the ability to make positive and constructive choices in individual lives and >> Responsible decision-making: the ability to make positive and constructive choices in individual lives and

To addition to considering the CASEL framework when choosing the competences and developing St E we also have drawn upon Social and Emotional Skills as described by the Organisation for Economic Co-operation and Development (QECD, n et) As explained by this organization:

secial cortema analysids' refer to the abilities to regulate one's thoughts, emotions and behaviour. These & Ils uffer from a juitive abilities such as literally or numeracy because they mainly concern how people manage their emotions, perceive their senies and engage swith others, rather than indicating their raw ibility to process information. (OECD, n.d., p. 4)

In 2017, the OECD launched a study on social and emotional skills, which draws on the Big Five model — a well-established framework for social and emotional learning —, and included other 'compound skills" (OECD, n.d., p. 5). The framework used by OECD can also be useful for teachers when addressing social and emotional skills with their students, and it is summarized ahead:

Consinu	
lask peder nance	
Emotion regulation	achievement orientation, responsibility, self-control persistence
Collaboration	stress resistance, optimism, emotional control
Open-mindednesse	empathy, trust, cooperation
Engagement with others	Curiosity, tolerance, creativity
Compound skills	sociability, assertiveness, energy
Annahaman when	seif-efficacy, critical thinking/independence, self-reflection/meta-cognition

It is worth mentioning that the social and emotional skills addressed throughout the series are also in line with the General Competencies established in the BNCC. These General Competencies includes, among others collaborating to building a fair, democratic, and inclusive society; being curious about the world, proposing solutions; being sensible (value different artistic manifestations); valuing divers ty in various aspects; expressing ideas clearly, being ethical regarding oneself, others and the planet; developing self-consciousness and self-criticism; managing frustrations; developing empathy, dialogue, and conflict resolution, being responsible individually and collectively.

The whole process should be evaluated in order to obtain significant, valid, and reliable data. So, apart from the content of the course, we need to evaluate:

>> The children' their participation in activities, their interest in carrying out activities, their attitude towards their Ine teacher their pedagogical practices, classroom techniques, materials used in the classroom, their attitude

Project Based Learning (PBL)

Project Based Learning (PBL) is a set of step by step in teach, and clarable all project in the income teachers with professional methodology and IT to see a positive. The project in Standfor Evolution help students shape 21st century skills and provide teachers with life time. Fill

Each project in the program covers important core curriculum topic time disciplicated in their inches are alique number of instructions and inspiration for how to deal with difficult diagnorn of team-building tips, methods and integration play ideas. It consists of examinal and failured interactive resources dans, schemas, educational posters, simulations, and interactive activities).

FBL provides real-life examples to help teachers imagine each step of the project and help students understand their challenges. There are numerous additional editable materials to help teachers complete projects and teaching documentation fister and more easily.

F8L of ers core curriculum alignment and a cross curriculum approach. It presents an inferd scip inary approach, combining traditional classroom knowledge with real world expertine and skills [reamwork, critical thinking, communication, decision making, etc.)

Benefits of project-based learning for students:

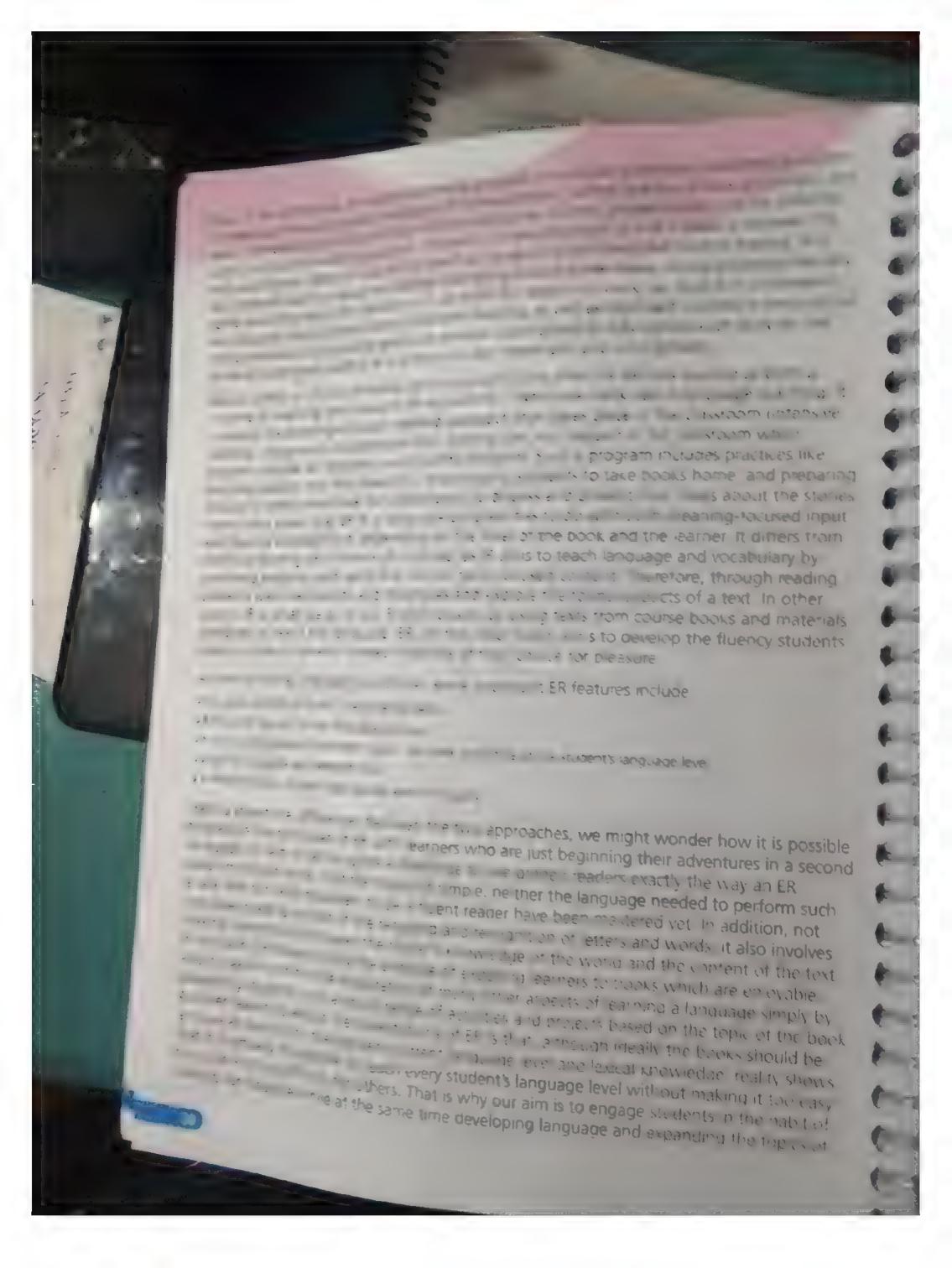
- >> Greater control over what and how they learn teachers set parameters for each project and tudent, are free to propose their own ideas
- >> A sense of educational ownership since they have greater control over what and how they learn, students to learn at a pace that is comfortable for them.
- >> Acquisition of complex, real-world skills project-based learning teaches students about teamwork, critical thinking, communication, decision-making, time management, public speaking, organization, social behavior, and more
- >> An audience with their teachers the traditional classroom jecture model is all about listening. The teacher jectures and students absorb. The key advantage of project based learning is that each student has more one-on-one time with their instructors to ask questions and share ideas.
- >> Hands-on, "fun" learning project-based learning requires a level of participation not seen in the tradition of classroom, giving students a higher level of stimulation and a greater role in the educational process
- >> Project portfolios that go beyond paper whether it is made up of videos, products photographs, multimedia presentations, books, gadgets, or even paper, project portfolios are the end result of project based learning. Students can easily show off their hard work.

Benefits of project-based learning for teachers:

- >> Greater student interaction traditional classroom learning involves the teacher more or less speaking to his or her students, with little interaction other than asking or answering a periodic question. Project-based learning puts the teacher into more of a facilitator role that allows for greater dialogue with each individual student
- >> Insight into student motivators—with each project, teachers receive a glimpse into the interests, passions and motivators of their students. Everything about a project gives teachers crucial information about the learning habits of their classes.
- >> No longer an army of one—the assessment process in a project-based learning setting usually involves more than just the opinion of the teacher. It often engages other instructors, and even students' peers
- >> Going beyond the classroom—another benefit of project-based learning is the ability to draw in resources from the entire school and even the community Learning is conducted on a more boundaryless scale, giving teachers an even greater pool of assets to work with.

Intensive and Extensive Reading

One of the primary purposes of using graded readers with language learners is to promote the habit of reading outside of the classroom for sheer pleasure. In addition, fostering the habit of reading brings countless benefits to the language classroom and student learning, as it promotes better fluency, increases vocabulary acquisition and improves students' confidence, just to name a



" in the end acting a broader view of learning, which includes cross curricular less messes s ", ""en work on values embedded in the stones.

We hope that, by reading two books per year with the guided help of the reacher, students with the able to develop their language at the same time that they embrace the habit of reading for fun. Therefore, our job as teachers is to provide students with the tools and resources they will need to make their experence closer to what ER should be like, meaning-focused, independent, and fun. In order to make this happen, it is important to select a variety of titles that present different topics, which will in turn be expanded to other discussions and projects, where students will be able to apply the language they are learning, produce relevant content, and master more and more complex skills necessary to be autonomous and successful reader;

Assessment

It goes without saying that one of the main purposes of having several evaluation instruments during a course is to allow both students and teacher to assess what has been learned within a certain period of time and what needs to be worked on further. Evaluation should always be viewed as a learning tool as it arguably enables both learners and teachers to redirect their efforts in order to move on with their learning/teaching process.

Bearing this in mind, it's always important to share with students, in advance, what is expected from them and what they can do to meet the given expectations. By doing this, in addition to making the learning objectives clearer, your feedback on students' performance will certainly make more sense to them.

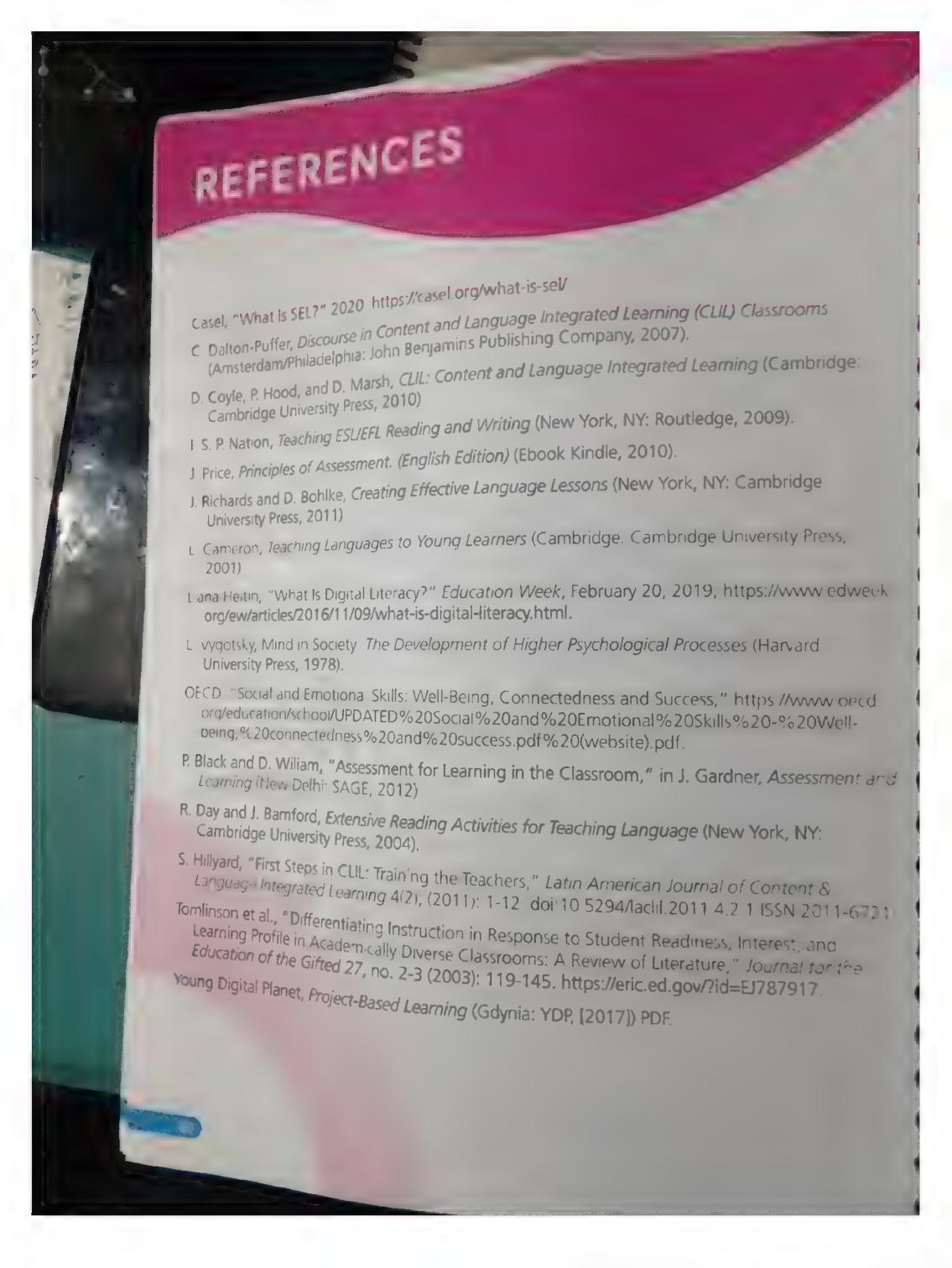
Most authors divide assessment into two types: summative and formative.

Formative assessment helps teachers identify students' progress and/or difficulties. It should happen throughout the school year with the intention of checking if students are reaching the proposed objectives. In formative assessment, students become more aware of their strengths and weaknesses and should be encouraged to keep studying to reach the learning objectives. In this context, teachers have to support students and show them how they can improve. Feedback, therefore, is very important in this process. Some common instruments in this kind of assessment are: observations, self-assessment, activities and exercises in the classroom, group work, student's participation in class, portfolios, activities assigned for homework, tasks created by students themselves, etc.

Price (2010) describes summative assessment as a method to "measure the level of skills and knowledge that the learner has achieved while undertaking the course, and is typically designed to generate a grade or level that reflects the learner's knowledge and understanding against a set criteria that defines particular levels of achievement." Formal tests with open questions or multiple-choice exercises are the most frequently used instrument in this kind of assessment.

in StandFor Evolution, you will find opportunities to do both kinds of assessment. There are some classes reserved for summative assessment, and formative assessment should be carried out over the program in all classes and activities proposed. It is desirable that teachers use different instruments to assess students, varying the way assessment happens.

Remember that at the beginning of each unit, students will find a list of objectives. Whenever relevant, invite them to look at the items listed, analyze their own performance, and talk about their needs and strengths in small groups. You may take this opportunity to invite them to look more critically at the activities related to one or two of the objectives, both in the unit and in the Workbook, and then create an assessment activity to be answered by their partners. Working on evaluation instruments collaboratively will encourage students to clarify any questions they might have and will certainly motivate them to become protagonists in their own learning process.



>> STEP-BY-STEP
INSTRUCTIONS

WELCOME

Lesson 1

Contents

- » Personality adjectives
- » Zero conditional
- » Leader adjectives
- 20 Giving advice
- » Determiners and quantifiers

Objectives

- n Review personality adjectives
- n Review leader adjectives
- n Review expressions to give advice
- » Review the zero conditional
- » Review determiners and quantifiers

Materials

- » Student Handbook, pages 6-8
- » Audio track
- » A dictionary

Class Plan

Beginning

Ask students to form small groups and talk about a friend or someone in their family that they like a lot but have not seen recently. Write the following prompts on the board: "personality," "a piece of advice you would give them," "something you have decided to do together." When students have had enough time to talk about the person who they like, ask them to find the people the group talked about.

Developing

Personality adjectives

Activity 1

In pairs, ask students to brainstorm vocabulary to describe personality. Write some of the adjectives suggested on the board and elicit different social cearly show someone has a party or school break, that six students how it is one of the adjectives, friendly in different situations (the person talks to

different people, he or she feels comfortable meeting new people, etc.).

Audio Script • Track 2

James is a very approachable boy! He is friendly, sociable, outgoing, and a great listener, too. Ayako is a confident girl. She is a reserved, private person and a little quiet. She gets a bit unfriendly when she is upset with something.

Zero conditional

Activity 2

Ask students to read the beginning of the sentences and complete them individually. Invite some volunteers to share their answers and elicit when to use the zero conditional (to talk about real or possible events in the present time and to talk about scientific or general facts) and the verb tense used (the simple present in both clauses).

Leader adjectives

Activity 3

Ask students to work in pairs or trios and, if you find it appropriate, encourage them to use a dictionary to complete the table.

Giving advice

Activity 4

Invite students to look at the illustration and challenge a classmate to find something or someone in the image. They may use the phrase "I spy with my little eye [a pencil]." Next, ask students to come up with different pieces of advice they could give Ayako.

Determiners & quantifiers

Activity 5

Write the words "any," "some," "many," "much," few," and "little" on the board. Explain to students they are going to take a quick informal grammar quiz and ask them the questions below. Students may tap on the desk when they know the answer

- of something? (Many, much, few, or little.)
- Which ones are used only with countable nouns? (Many and few.)
- Which ones are used only with uncountable nouns?
 (Much and little)
- Are much and many more frequently used in affirmative, negative or interrogative sentences? (Negative and interrogative sentences)
- > How about **few** and **little**? (They are used in affirmative, negative and interrogative sentences)
- Are any and some used only with countable nouns? (No, they are used both with countable and uncountable nouns)
- Is any ever used in affirmative sentences? (No, only in negative and interrogative sentences.)
- When do we use **some** in the interrogative? (When we are offering something or making a request.)

Ending

In groups of three, each student describes a problem and the other two will give advice. Write the following prompts on the board:

- If I were you, I would
- > I have some suggestions for you. First, ...
- > I think you should
- You could
- you can try

Aneven

Activity 1

a) approachable, b, friendly, crooking ite, droutgoing is) great listener, f) confident, g) reserved in private in quiet i) unfriencely.

Activity 2

Personal anwers

Activity 3

Noune	Adjectives	
commitment		
con manager	communicative	
confidence	5 1e 1	
(Icalin)	creative	
decision	for ',	
_empatly	empathetic	
honesty	i ← .(
tinovation	innovative	
inspiration	r por de l'	
passior.	passionate	
support	1 (, 11 70	
trut	trustworthy	

Activity 4

Personal answers

Activity 5

- a) **Chloe**: I have some free time tomorrow. Do you want to go to the movie theater?
 - Ayako I don't have much money at the moment, so I can t.
 - Chloe Okay, let's hang out at home instead. There are lots of good shows streaming we could watch
 - Ayako Sounds good!
- b) Ayako. Do you have any paper clips?
 - James Yes, I have a few Here you go
 - Ayako: There are only two, that's too few. I need a few more
 - James Ok, here are some more

WELCOME Lesson 2

Contents

- » Have vs. must
- » Will: promises, offers, and decisions
- » Food
- » Indefinite pronouns
- » First conditional

Objectives

- » Review have vs. must
- » Review will: promises, offers, and decisions
- » Review indefinite pronouns
- » Review the first conditional

Materials

» Student Handbook, pages 9-11, 163

Class Plan

Beginning

Elicit what students learned in the previous class and write their contributions (see bullets points with the content below) on the board. Ask volunteers to give a brief explanation or make a sample sentence for each.

- > zero conditional:
- leader adjectives;
- giving advice,
- > determiners and quantifiers.

Developing

Have vs. must

Activity 6

Elicit the situations when we use have and must to express obligations and ask students what the difference is between mustn't (it expresses prohibition) and don't have to (it expresses absence of obligation)

Activity 8

in pairs and talk in pairs food likes and dislikes are similar to Creas or there are types of food they do not like of the stickers from the back of the cook and a conference time to complete the activity.

Indefinite pronouns

Activity 9

After checking students' answers, ask them to create a comic strip using two of the indefinite pronouns. To add an element of fun, their comic strips may have a common context, such as "A Typical Day at School."

Ending

Ask students what part of the Welcome Unit they considered to be the most helpful, and why Also, ask which of the parts they feel they would like to practice more

Anewers

Activity 6

Personal answers

Activity 7

- a) I'll help Ayako move house. (O)
- b) I'il help Chloe with her homework. (O)
- c) I'll do my homework tomorrow. (P)
- d) I'll go to the dentist on Thursday. (P)
- e) I'll open the window. (D)
- f) I'll text James later. (D)

Activity 8

a) brownie , b) juice : c) beef d) yoqurt e) milk d) broccoli f) pear h) eggplant

Activity 9

- a) anybody/anyone
- b) anything
- c) no one/nobody/somebody/someone
- d) Everybody/Everyone/No one/Nobody
- e) Nothing/Everything
- f) something/nothing

Activity 10

a) will feel; b) is; c) ask; d) he'll go; e) will, work; f) will win, score

UNIT 1

Lesson 1

Contents

- n Fables
- » Cognitive dissonance
- De Countable and uncountable nouns

Objectives

- » Read a fable to check predictions and for main details
- » Understand and practice countable and uncountable nouns

Materials

- » Student Handbook, pages 14-15, 169
- a A song
- » A dictionary
- » Pieces of paper

Class Plan

Beginning

Ask students to write four things about themselves: three true things, and one lie. When they have written the sentences, play a song and ask them to mingle Each time you pause the song, they say their sentences to a new classmate. To encourage them to think of a lie which is not too obvious, tell them the winner will be the person who fools most classmates.

Developing

Activity 1

Write "The Great Wall of China," "our brain," "our senses (smell, taste, etc.)," and "sleepwalking" on the board and ask students to discuss with a classmate what they know about each one. After a few minutes, tell students to do the activity individually.

Activity 2

After students compare their answers in activity 1, tell them that, although they may have heard these facts repeated many times, all the statements are incorrect. You may share the information below with them or point them to http://ftd.li/33v24f.

- The Great Wall of China is really long, over 1,500 miles, but not big enough to be seen from space. What can be seen from space are smaller things, such as city lights.
- Research using brain images has shown that almost all of our brain is used each day.

- > Scientists claim that human beings have more than the five senses, and not only touch, smell, sight, taste, and hearing. Among these other senses are hunger, pain, sense of balance, and sense of accreteration.
- Waking up someone who is sleepwalking may cause. momentary confusion, but it is not actually dangerous

Activity 3

Allow students some time to discuss their opinions and encourage them to use the myths in activity 1 and others they know as examples to base their argument on Eliat some of the reasons they suggest and, if relevant, mention the quote "Repeat a he often enough and it becomes the truth," attributed to Joseph Gioebibels, the minister of propaganda for the nazi party. Generally speaking, this technique of repeating something until it sounds true is used by advertisers and politicians.



If you want to know more about osychological factors that lead us to believe what short true the article "How Lians Create the "liux on of Truth " may be accessed at https://ftailinis.nvd.

Activity 4

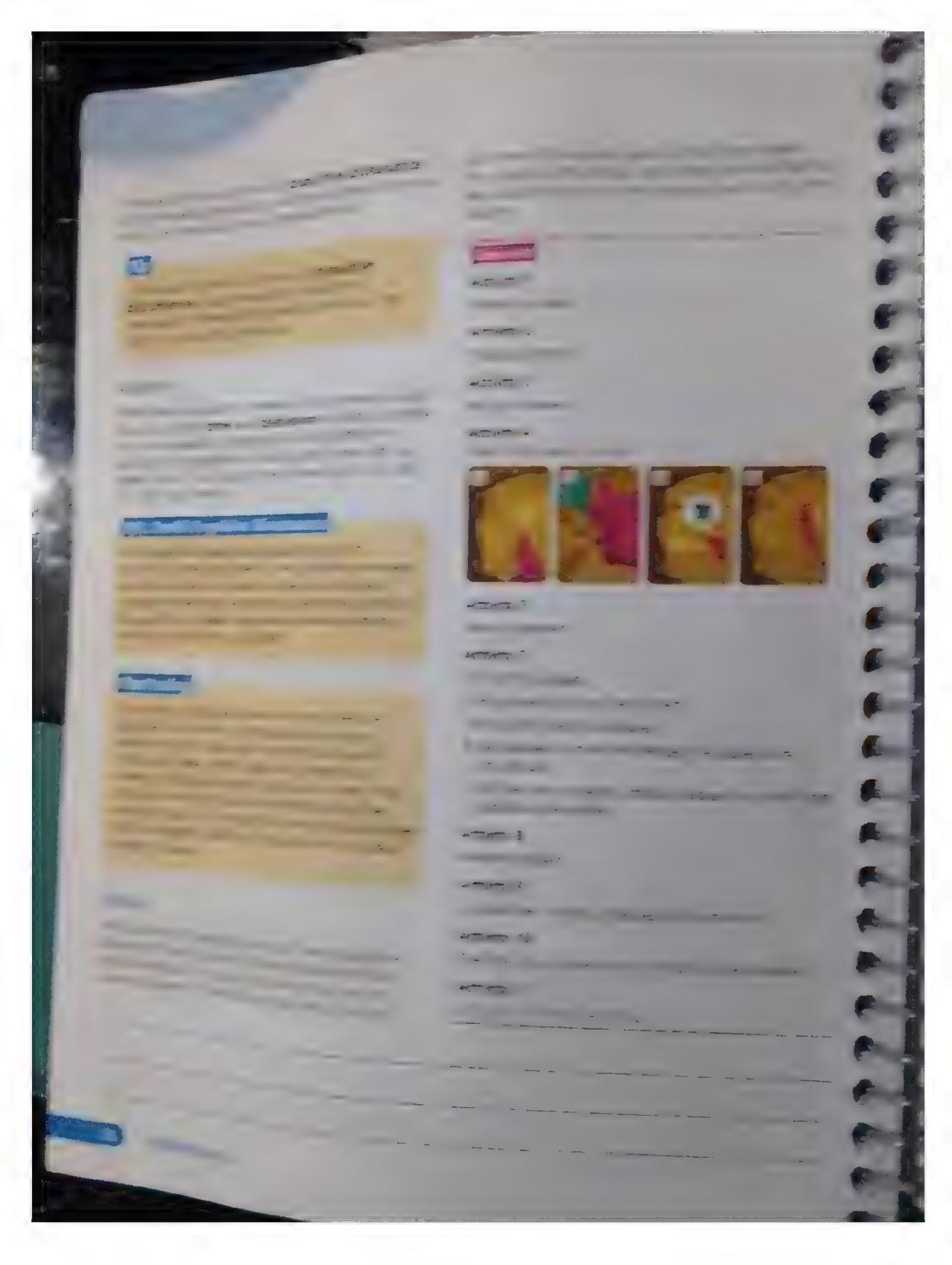
Elicit some Characteristics of fables, such as the presence of talking animals as main characters, short length, threct speech, and a moral at the end. Next, ask students to put the pictures at the back of their books in the order they think is the correct one. Do not tell them the correct order, as this works as a pre-reading activity.

Think Tank

It might be interesting to ask students to carn out the discussion in pairs or small groups before they move on to activity 8 As students do so walk around the classroom and encourage them to justify their opinions with examples from their own experience, or from movies and other stones

Activity 8

Allow students some time to read the definition in the yellow box. If you find it appropriate, encourage them to use a dictionary to look up words they do not understand. Explain that the example given helps them



UNIT 1

Lesson 2 | Part 1

Contents

- n baled, 1
- BANGE :

Objectives

- ten to a description of a class for main ideas
- Esten to a conversation to check predictions and
- Taik about students' own opinions about engaging

Materials

- m 5-17, 11 17 15 11 03/38 16-17
- m Audio track

Class Plan

Beginning

A promote to set with a classmate and take turns asking community in their which who, where, what, when, which is an error that they do not have to answer the particles are set a time into them to come up with as man, it, where set as or some which will be them to come up with as man, it, where set as or some which is up, ask each pair in the set of a set of a set of a set you or a classmate.

Developing

Activity 2

accomplished to the version about Socrates and accomplished to the version box. Next, allow students are time to read and discuss the quotes

Act v-ty 4

of the second the second the and encourage to the second the helpful when they

Audio Script . Track 3

Pretty much what happens is you get in a big group of people and we start with a main idea or topic.

the teacher will ask a question and the group has to keep asking questions. You get to relate with other people and what they think about it too

Nadworny, Elissa. "So Who Was Socrates, Anyway? Lets Ask 3 Some Kids." NPR, October 30, 2014. https://www.npr.org/sections/ 1 HV7314/10/3.0/3. H35,135,2,50-acto vice-control and anyway lets. ask some-kids. Excerpt from 1.12 to 1.33



If you want to know more about a Socratic lesson and see one happening, the video "AVID Sucratic Seminar" shows a teacher explaining what is about to happen in a lesson and a seminar taking place. To watch it, access http://ftd.li/zcajbr.

Activity 5

Take the opportunity to ask students some Socratic questions as they share their opinions. Here are some suggested questions: "What do you mean by...?", "Could you put that another way?", "Why do you think that?", "What other information do we need?", "Has your opinion been influenced by something or someone?"

Activity 6

Ask students to choose one of the topics and allow them a few minutes to write one or two questions about it. Instruct them to think of questions that allow room for opinions and sharing of information. When they are ready, begin the class by using one of these questions, depending on the topic chosen by the group: Is exercising an important thing to do at school?; Is studying alone better than studying in groups?; Is traveling harming our planet?; Is writing in English easier than speaking?

Answers

Activity 1

Personal answers.

Activity 2

Personal answers.

Activity 3

Personal answers.

Activity 4

You get in a big group of people, you start with a

topic, the teacher asks a question, the group has to keep asking questions. You get to relate with other people and what they think about it

Activity 5

Personal answers

Activity 6

Personal answers

STANDFOR PROJECT Education in Athens | Part 1

Contents

- » Education in ancient Greece
- » Athens

Objectives

- » Know more about Atnens
- » Compare education systems in ancient Greece

Materials

- » StandFor Project Education in Athens portfolio
- » Student Handbook, page 16
- » A world map

Class Plan

Beginning

Have students open their Handbooks to page 16. Ask them "What do you know about Socrates?" Ask students to read the yellow box on the page and talk to your classmates about it. Then ask "What about Plato and Aristotle? Who were they?"

Show the world map to students. Elicit what they know about Athens and ask them if they can point at it on a map.

If possible, show students the video 'Education III Ancient Greece" http://ftd.li/ux69c7 Elicit the differences between Athens, Sparta, and Alexandria

Developing

#exploringthetopic

Activity 1

Ask students how they think the items are related to Athens. Get students in groups of three to discuss and take notes about it. Encourage them to tell their classmates what they have discussed in their groups.

Activity 2

Address students to the images showing ancient and modern-day Athens and ask them to compare and contrast them in pairs. Tell students to report back to the whole group what they have discussed in pairs.

Activity 3

Ask students to do the activity in pairs. Check as a group.

Ending

Address students to the K-W-L chart and tell them to complete the first two boxes.

Education in Athens | Part 2

Contents

* Education in Athens

Objectives

- » Read about education in Athens
- » Read an infographic

Materials

> StandFor Project - Education in Athens portfolio

Class Plan

Beginning

Elicit what students have discussed about education in Athens in the last StandFor Projects class.

Developing

Address students to the infographic. Allow students some time to read it. Put them in groups of three to discuss what they have read.

Have a whole group discussion about what they learned from the infographic. Ask students what was the most surprising thing they discovered about Athens.

Ending

Ask students to write words they do not understand in their notebook and tell them search the definitions at home.

LISTENING

UNIT 1 • Conspiracy Theories

Contents

A video about conspiracy theories

Objectives

- ▶ Prepare to listen by thinking about the topic Demonstrate comprehension of general and specific
- » React to the content of the audio/video and express opinion on the topic

Materials

- ⇒ Student Handbook, pages 236-237
- » Audio track or video

Class Plan

Beginning

Show students a picture or a poster of some movie or book on conspiracy, like Angels and Demons or The Da Vinci Code, both Dan Brown's novels, in which there are plots and conspiracy involving the Roman Catholic Church. Have students who know the book or movie tell the story. Draw their attention to the plots and ask what they think about it, if it is possible in real world and why it can be considered a conspiracy.

Give students a few minutes to discuss it in small groups before opening the discussion to the whole group.

Developing

Activity 1

Address students to the activity. Have them read the instruction and the questions individually. Check their comprehension of language and instructions. Allow students some minutes to think and discuss their ideas with a classmate. Then ask them to share their thoughts

Activity 2

Have students read the instructions, the statements, and the opinions and vidually. Make sure they understand what to do Explain to students you will play the audio twice: a first time for them to just listen to it and a second time for them to underline the option they hear

f possible, play the video "Why Are Conspiracy Theories So Popular? | Between The Lines," available at nttps://ftd.li/houupp Have students or ex their answers in pairs, then check the answers with the whole group and write them on the board.

Activity 3

Have students read the instruction. Tell them you will play the audio for them to check true or false. Check the answers with the whole group and write them on the board.

Audio Script • Track 1.1

Narrator: And so, far from giving us control, conspiracy theories are dangerous because they strip us of our agency to act.

Professor Joseph Uscinski: So, one good example of this is vaccine conspiracy theories. So, when people start to believe in vaccine conspiracy theories, they are much less likely to get vaccinated or to have their children vaccinated.

And this can cause a problem because people will get sick with diseases that are easily preventable. Narrator: And while we generally think of ...

Associate Professor Joan Miller: ... the sort of stereotype of someone who believes conspiracy theories is this crazy outlier.

Narrator: ... the opposite is true.

Assistant Professor Christina Farhart: These beliefs are actually really quite prevalent. There's some work that shows that about 50% of the US population believes at least one conspiracy theory. Narrator: Which means conspiracy theories are part of who we are. Maybe that's not entirely bad. Narrator: Because even when a conspiracy theory is

proven false, it can still lead to the uncovering of truth. Assistant Professor Christina Farhart: We want people to question political power. We want people to be aware of what's happening in current administrations and the political environment.

Narrator: And so, maybe instead of trying to fight conspiratorial thinking, we should be trying to better understand its root causes.

Professor Joseph Uscinski: Conspiracy theories are part of the human experience. They're always going to be with us, and there are always gonna be people accusing other people of conspiring against all of us

Those theories could turn out to be true but most of the time they won't. So, a good thing to do is listen to our institutions that are designed to create and build knowledge for us

Narrator: Or maybe, that's just what they want you to believe.

HuffPost. "Why Are Conspiracy Theories So Popular? | Between the Lines". YouTube August 13, 2018. Accessed December 2, 2019. https://www.youtube.com/watch?v=v1iD1ypnsWo_Excerpts from 3:42 to 4.32, and from 4:43 to 5:33.

Activity 4

Encourage students to work in pairs or small groups and address them to the activity. Invite a volunteer to read the questions and help with language if necessary. Allow them enough time to discuss their opinions. Walk around the classroom giving help, suggestions, and vocabulary.

Ending

Finish the class off by opening the discussion to the whole group. Encourage them to find out solutions or suggestions to deal with conspiracy theories.

Advisors

Activity 1

Personal answers

Activity 2

a) in one or more conspiracy theories; b) important investigations took place because of conspiracy theories; d) most of the time turn out to be faise.

LOWER SECONDARY

Activity 3

a) F, b) F; d) T, d) T

Activity 4

Personal answers.

The same of the sa	
the state of the s	-



Lesson 2 | Part 2

Contents

- P CT CX
- mine ing site.

Objectives

- A 1. 16. 15. 15. 15. 25. 2. 2. 2. 4.
- preparation are sing sound
- » Participle in a 2 km in using the Socratic method

Materials

- » Student Handbook, page 17
- 115" SEL W

Class Plan

Bea in ng

Mines Divide students into two groups. Call a student from earn group and whisper one of the following ere exercise some write, travel, sing, and watch. They have 30 seconds to mime the verb for their group to gliess The group that guesses first and makes a correct sentence using the verb scores a point. Call two other students one from each groups and follow the same procedure, and so on

Developing

Activity 8

in the students to give more examples.

Activity 10

Ask students to pay attention to the final sound of the words they hear and ask if the last letter in each one is pronounced (no).

Audio Script . Track 4

exercising - swimming - write traveling - sing - watching

Activity 11

Explain to students that pronouncing the final letter might lead to misunderstandings Ask them to say the words as close to the way they are pronounced in the

Activity 13

Explain to students they will have a more guided experience with the Socratic method and ask them to choose another topic from activity 6. Based on their choice, write the appropriate discussion question on the board

Discussion 1

Is exercising an important thing to do at school?

Discussion 2

Is studying alone better than studying in groups?

Discussion 3

is traveling harming our planet?

Discussion 4

Is writing in English easier than speaking?

Then follow the instructions below.

- Give students one minute to consider, on their own, what their opinion is.
- > Ask students to write some notes with their thoughts and opinions on the subject.
- > If possible, seat students in a circle. If you have a large group, put them in two circles, one inside the other, all facing the center.
- » Ask a student to express their opinion. That student should ask a classmate what they think, and so on.
- > Interject with another question related to the topic when students run out of things to say, or go off topic. It may be a good idea to think of some related questions before the class. Some things you can ask could include complicating the situation, increasing the stakes, or personalizing the consequences ("What would you do if that happened to you?").

Ending

Ask students to evaluate the discussion by pointing out what was positive and what needs improvement when they work with the Socratic method again.

Answers

Activity 7

They are all nouns that end in -ing.

Activity 8

-ing, -ing

Activity 9

a) G; b) PP; c) PP; d) G; e) G; f) G; g) PP; h) G

Activity 10

exercise	swim	w de
exercising	swimming	writing
travel	sing	watch
traveling	singing	. , , ,

Activity 12

a) 2; b) 4; c) 5; d) 1; e) 3

UNIT 1 • The Socratic Method

Contents

- » Fables and fairy tales
- » Socratic method
- » Modals: may and might

Objectives

- » Review and expand the language content from unit 1
- » Discuss a fable and apply the Socratic method
- 39 Practice how to argue
- » Practice using the modals may and might

Materials

- » Student Handbook, pages 253-254
- Computer lab or devices with internet access (for research, optional)

Class Plan

Beginning

Ask students what fables or fairy tales they know. Ask them if they know the difference between a fairy tale and a fable. Listen to their ideas and write some key words on the board. If necessary, explain that although both are literary genres usually associated with children's literature, they are considered the same by many people. A fable usually has animals as characters, a moral story at the end, and can be for adults as well. A fairy tale is a story written for children, usually with magical characters. After a quick discussion, have them name some fables and fairy tales.

Go Further

You find more information about fairy tales and fables at the following links

- > Kinooze, "How Are Fables Different from Fairytales?": https://ftd.li/diaj85;
- > Upen, "Difference Between Fable and Fairy Tale". http://ftd.li/2y2jy8

Developing

Activity 1 - Preparation

Explore the book covers quickly and ask students if they can identify which ones are fairy tales and which ones are fables. You can explain that sometimes it is difficult to establish a clear classification. For instance, Little Red

Riding Hood, The Three Little Pigs, Why the Cheetah's Cheeks Are Stained, and The Bamboo Cutter & the Moon Maiden can be considered fairy tales, but they also try to teach a lesson and have a moral at the end. However, they were primarily created to entertain children.

Have students answer the questions individually. Open up a class discussion and write some of the students' ideas on the board. The proverb "Slow and steady wins the race" is from *The Tortoise and the Hare*.

Go Further

You can find more on Why the Cheetah's Cheeks Are Stained, and The Bamboo Cutter & the Moon Maiden at the following links

- CanTeach, "Why the Cheetah's Cheeks Are Stained (A Traditional Zulu Story)": http://ftd lilymp8m4;
- > Alicia Joy, "The Tale of the Bamboo Cutter, Japan's 10th-Century Sci-fi Folk Tale": http://ftd.li/p6vsfe

Activity 2 - Interaction

Explain to students that they are going to practice the Socratic method in small groups. Have them read the instructions and answer any questions. They can research the stories to have more ideas for the discussion. You can also allow them a few minutes to prepare some questions to ask each other about a story. Elicit the lessons each story in activity 1 tries to teach and write them on the board.

- 1. The Tortoise and the Hare slow and steady wins the race;
- 11. The Three Little Pigs hard work and dedication pay off;
- III. The Ant & the Grasshopper work today and you can reap the benefits tomorrow;
- IV. Little Red Riding Hood not to trust strangers;
- Why the Cheetah's Cheeks Are Stained cheating is wrong;
- VI. The Bamboo Cutter & the Moon Maiden -- good actions bring a good return; evil actions bring problems;

Check if students have understood what they have to do. Go around the classroom to monitor and help students as needed.

Ending

Talk to the group about the stories and how students conducted their discussion. Encourage them to share their views and justify them. Have them make clear arguments and be respectful at all times.

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45 , 25 , 25 , 25 ,

The state of the s

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Activity 8

finistruct students to read the different types of logical fallacies and elicit some examples before they listen to the audio.

Audio Script . Track 7

- 1. Students who break the rules should be suspended from school, I broke a rule, but I shouldn't be suspended because I would be in a lot of trouble with my parents.
- I the online magazine printed that article, so everything in it must be true
- 1. Jirnmy has a fever, sinus congestion, a cough, and can't come to school, so he probably has a test later today.
- 1 That brand of car is a waste of money I had one for two years and it broke down six times.
- 's All people from that company are liar;
- not be so rude to the new girl. Jessy says that she cannot believe that Caroline is choosing to be better friends with the new girl than the girls who have always known her.
- 7 One day robots will dominate everything. It's true. My computer science teacher says so.
- 8 I shop at a natural store, which is much better than this grocery store because at a natural store everything is natural including the 35-year-old store manager.

Fine-tuning

As students will have to match the examples in the audio with a type of logical fallacy, it might be interesting to play them one by one and ask students what the person said. Depending on the group, do this with their books closed so they are not preoccupied with finding the right option.

Activity 9

Write "The online magazine printed that article, so everything in it must be true." on the board and ask students how certain the person is about what he or she is saying, and which verb expresses this level of certainty. Next, ask them to read the information in the Tip box and complete the rules.

Activity 10

After checking students' answers, ask them to identify the kind of logical fallacy expressed in sentences: a) genetic, b) appeal to nature, and d) appeal to authority

Stir Hour to Argue

When a contract is

Ending

of the picture hiding behind it mave students guess what or who it is. Write the following prompts on the board:

Containty	Expression (
100%	Itis
95%	It must be
50%	It may/might be
 100%	It can t be

Answers

Activity 1

Personal answers.

Activity 3

Personal answers.

Activity 4

b

Activity 5

- a) Positively.
- b) By not having inconsistencies in her arguments.

Activity 6

- a) debating.
- b) dislike having discussions with people who have different opinions.

- c) loves talking about controversial topics.
- d) do both.

Activity 7

Personal answers

Activity 8

a) 4; b) 8; c) 1; d) 6; e) 7; f) 2, g) 3, h) 5

Activity 9

a) must, b) might, may

Activity 10

- a) must, b) might/may,
- c) might/may, d) must

GRAMMAR

UNIT 1 . Modal Verbs of Possibility and Certainty

Contents

» Modar verbs of possibility and certainty

Objectives

- » Review and expand the grammar content from
- » Practice using must, can't, may, and might

Materials

- Student Handbook, pages 217-218
- » Different objects a person carry in a bag usual and unusual objects (you can use pictures instead)

Class Plan

Beginning

Walk around the classroom, stop at a student's desk and ask "May I borrow your [pen]?", "May I see your [book]?" Point to a chair and ask a student "May I sit here?" El cit from students answers such as "Yes, you may", "No, you may not."

Ask students at random to practice the structure. Then ask them if may indicates possibility or certainty (poss bility) Elicit the answer and encourage students to provide other examples. Ask them which other modal verbs express possibility, and can be used in the same situations but informal contexts (can) Encourage them

Developing

Activity 1

Explore the picture and ask students what they remember about the fable The Fox and the Grapes Ask students to focus on the moral sentence and read the alternatives Have them complete the activity ind vidua .y and compare it in pairs. Check the answer with the whole group and take this opportunity to review the modal verbs. Explain the difference

between may (possible) and might (hypothetical, remotely possible)

Activity 2

Ask students to look at the chart and read the sentences Have them complete them indicated in the model After students have finished, ask them to compare an uner in pairs. Check the answers with the whole group.

Activity 3

Ask students to read the sentences in pairs and decide if they are facts or fake news. Have them complete each sentence with "It can't be true" or "It might/ may be true." Ask volunteers to share their answers when checking the activity with the whole group.

Activity 4

Ask students to unscramble the sentences individua ,. and then in pairs. After you check the answers with the whole group, have students identify the modal verb in each sentence and explain its use (e.g. a) must be - certainty).

Activity 5

Explain to students that they need to write five sentences about themselves using the modal verbs provided. Allow some time for students to write their sentences and share them with a classmate While they complete the activity, walk around the classroom and answer any questions. Ask some students to read their sentences to the whole group

Ending

Show students one of the objects/pictures from [your] bag and have them come up with ideas on why you carry it with you. For example, show them an umbrella and ask a student "Why I carry this with me?" Elicit "It might/may rain." Show them some unusual objects and encourage them to be creative in finding reasons to use that item

Arthur	d) it might/may be true.
Activity 1	e) It might/may be true.
a; b; c	Activity 4
Activity 2	a) If the teacher said that, it must be true.
a) might; b) must; c) can't; d) may/might	b) You have worked for 15 hours. You must be tired,
Activity 3	c) I might not arrive on time because of the traffic jan
a) It can't be true.	d) May I have a piece of cake, please?
b) It can't be true	Activity 5
c) It might/may be true	Personal answers.



Contents

- Conspiracy theories
- **»** Presenting opinion

Objectives

- » Skim an article about conspiracy theories for main ideas
- » Read comments about dealing with conspiracy theorists for main ideas and text structure
- wite a comment expressing an opinion about the best way of winning an argument

Materials

» Student Handbook, pages 20-21

Class Plan

Beginning

Explain to students that you will say a few sentences and you want them to go to the right of the classroom if they agree with it or to the left if they do not agree with it. Allow them some time to discuss their views with classmates who went to the same side. Here are some suggested sentences:

- >! don't like arguing with people who have different
- >1 like talking about controversial topics.
- 1 believe I learn something new when I talk to someone who doesn't agree with me about a topic.
- > I believe I teach something new when I talk to someone who doesn't agree with me about a topic.

Developing

Activity 1

After students have answered the questions in pairs, elicit what a conspiracy theory is (a theory that explains an event or set of circumstances as the result of a secret plot usually by powerful conspirators) and ask volunteers to give some examples.

Activity 2

Before students read the text, ask them why they think people believe conspiracy theories and allow them some time to check their predictions in the article. Next, ask them if they think the title is an inviting one and elicit other characteristics of articles.

Activity 5

Ask students to tell a classmate if they know anyone who is a firm believer in conspiracy theories and how they deal with them.

Activity 10

Ask students to write their comment in a paragraph, explaining their opinion. Encourage them to use the vocabulary in activity 7. When they finish, allow them some time to revise their work. They could write a second draft for homework.

Ending

Ask students to look at the image in the two first pages of the unit and, in pairs, say how they connect to the different topics discussed in unit 1.

Answers

Activity 1

Personal answers.

Activity 2

People believe in conspiracy theories because they feel a lack of control over their lives.

Activity 3

a) F; b) F; c) T; d) T

Activity 4

Personal answers.

Activity 5

No, they don't have the same opinion.

Activity 6

c; b; a

Activity 7

Link the stages together	Introduce the income,
then; next; and finally.	firstly; secondly; thirdly; finally.

Activity 8

Personal answers.

Activity 9

Personal answers.

Activity 10

Personal answers.

STANDFOR PROJECT

Education in Athens | Part 5

Contents

> Education in Athens

Objectives

>> Have a debate about education and democracy

Materials

» Standfor Project - Education in Athens portfolio

Class Plan

In Advance

A kist ident to bring their findings and materials for the dobate.

Beginning

Get groups together and ask them to organize their materials and the classroom for the debate.

Developing

Explain to students to take some time to organize their information because they are going to have a class debate about education and democracy in Brazil. Let groups work while you monitor them and help with anything they need.

Have groups present the information they got from researching their time period in Brazil. Encourage the whole group to ask questions after each group has finished and debate.

Ending

Get students together and discuss what they have learned



MERAKING

UNIT 1 • Role-plays

Contents

- » Fables and fairy tales
- » Role-play
- » Modals

Objectives

- » Review and expand the language content from unit 1
- » Practice using modals and different verb tenses
- » Role-play a story

Materials

- » Student Handbook, pages 255-256
- » Computer lab or devices with internet access (for research, optional)
- » Projector (optional)

Class Plan

Beginning

Activity 1 - Preparation

Read the lines from the fairy tales for students. Ask them if they recognize it from a story. Have them read the lines on their books. Ask students if they remember any famous lines from other fairy tales or fables. Write their ideas on the board.



You can also bring the main part of any dialogue from a fable or fairy tale to class to inspire and motivate the discussion. Write or project it on the board. Read and explore the dialogue by asking "What fable is this dialogue from?", "Who said this line?", "What kind of character is this?", "Is there a song for this fable?" You can also play a video of some tale you have selected in advance

Developing

Activity 2 - Preparation

Organize students into pairs or groups of three or four. Allow them some time to search for a fable or a fairy tale they would like to role-play. Explain to them

that they are not supposed to old plan that it is story just part of it. And you contall them the for y are not supposed to role-play the story exactly as it but they can and should make adaptations

Activity 3 - Interaction

Have students read the instructions and answer any questions. Allow them some time to select the part of the story, rewrite the lines, and rehearse. Remind them that it can be just a small part of the story that they find most interesting. Also, encourage them to be creative to adapt the lines and even the story freely. Depending on the possibilities, you can allow students to go to other parts of the school (e.g., yard, gym, garden, etc.) to rehearse their stories. Each play is not expected to exceed 5 to 8 minutes. You can decide the length with students. They may also use some prompts during their presentation, if available. When they are done, invite the groups to present their scenes to the group.



Students may record their presentation to the strain to other grade levels Comprolating Common at the Common and Common at the C for the presentation. At the end que try offer or our ask questions to the presenters area since a river are example, how they fet during the place to the form home they came up with this or that ideal ex-

Ending

Activity 4 - Interaction

Conduct a class discussion. Have students read the questions and encourage their participation. If you prefer, they can first discuss the questions in some groups before you open up to the group



Activity 1 - Preparation

The first and second lines are from the side size of social and the third is from The Three Line has

Activity 2 - Preparation

Personal answers

Activity 3 - Interaction

Personal answers

UNIT 1 • Should We Debate This?



Contents

m Debate

Objectives

- » Reflect on the importance of solid arguments
- » Read about the steps of a role-play debate
- » Talk about the characteristics of a debate
- Prepare for and hold a debate

Materials

- » Student Handbook, pages 178-180
- » Video: "Debating Can Change Your Life: Lucinda David at TEDxLundUniversity," TEDx Talks, available at http://ftd.li/gn9dsx

Class Plan

Beginning

Activity 1

Show to students that the term argument is polysemous. Polysemy occurs when a word has multiple meanings, and it is quite common in English. Read the two definitions with the whole group and let them work out the two different meanings. Have them look at the pictures and match accordingly. Students may use L1 to express their ideas at this moment. Explain to them the difference in meanings between the words discuss, in English, and discutir, in Portuguese

Developing

Activity 2

Have students look at the cartoon, panel by panel, to understand its main message. Elicit some insights from the group, welcome their contributions, and ask questions to encourage them to come up with relevant ideas. For example,

- What do we get from the body language of the speakers? How did their body language change throughout the series of panels?
- Look at the shape and size of the balloons. What do they mean?
- How many supporters are there on each side? Did they change sides? What does that tell us?
- Was there a winner and a loser?

▶ How would you define this kind of interaction?

After eliciting some views from students, get them to work in pairs or trios to write a possible title for the cartoon. Remind them that a title should be short but as precise as possible. Write their suggestions on the board. Ask students to vote on the best title.

Activity 3

Write the question "What does a good debate involve?" on the board and explain to students that they need to think of an explanation of what debating requires, how it takes place and its objective. List students' ideas on the board. Allow a few minutes so they can take notes on their own ideas. Then tell them they will watch an international debater explaining what a good debate involves. Play the video once and tell students to take notes of the key words. Have students compare the speaker's ideas to their own views. If necessary, play it again and ask students to compare their answers in pairs. Collect feedback and cross out the ideas that had been recently written on the board. Add the ideas that are mentioned in the video that have not been listed. Explain to students that one of the main gains of participating in a debate is not whether they will win or lose, but actually how well they will be able to fine-tune their arguments, become better speakers, and maybe most importantly, better listeners

Video Script

But, so, what is a good debate? Well, it requires engagement and consensus, yes, but first, it needs adversaries. You are expected to attack your opponent, but you're compelled to take a position to defend. It requires you to deconstruct arguments, but you also need to build up ideas. In debating, you must absolutely draw lines between you and your opponent, but in the end, you must cross it to shake hands. The reason why debating is combative temporarily is because you need to test an idea or social policy in order to make sure it's stout and sturdy enough for public interest. It is sort of like a thought experiment where you allow your most fiercely clever thoughts buried down upon an idea with fire and brimstone to see what's left

TEDx Talks. "Debating Can Change Your Life Lucinda David at TEDxLundUniversity, YouTube May 7, 2013 Accessed July 24, 2020 https://www.youtube.com/watch?heWlaMtU1P-3w Excerpt from 1 56 to 3.04.

Exprint to students that the items describe the step. .. reacher follows to set up a role-play debate #1 class. Have them read and order the steps logically. They should first work individually and then check their answers in pairs Flicit and write the correct answers on the board

Ditte Arthrite

" now by show students some examples of debates to and the re. These can be debates held in the Embaroum, similar to what they are going to do. Some rusible videos are listed below.

- The Hun School of Princeton, "Debate in the Hun Middle School": https://ftd.li/cung3a;
- · Corlier Schools Middle School Debate Tournament": https://ftd.li/cv/t94k
- BBC, "Teenagers in Heated Debate Storyville Up for Debate Team Qatar -- BBC Four": https://ftd.li/dq9iny.

Activity 5

Explain to students they will organize a debate in groups. Depending on the size of your group and the time available, they can be organized into groups of six or seven. Alternatively, they can be divided into two large groups (for and against), and you can be the mediator or you can let them choose a mediator. Make them aware that setting up a debate is a collaborative activity that involves choosing one or more propositions to debate and set the rules. Mediate the students' decisions and interfere whenever they need guidance or to help solve conflicts. It is important that students elect a secretary that will take notes of the proposition and rules so that they can address to them while debating. Have students vote on one proposition, but it would be worth bringing a few alternatives for students to vote on to save time. Choose propositions based on their interests and needs. Make sure students have time to come up with relevant arguments to take part in the debate successfully. Explain to them that an effective way is to try to anticipate what other participants will say in order to be ready.

Activity 6

Organize the classroom, revise the rules with the whole group, and let students start. Hand the responsibilities over to students and monitor from a distance. Make sure that the mediator plays their role in chairing the debate fairly. Interfere only if necessar Takes notes for feedback both on participation (takin turns, listening carefully, volunteering to speak, etc.), content (relevance and variety of arguments), and on language use. If possible, allow some time for the mediators to engage in other debate(s) so that everyone has the chance to practice coming up and defend arguments.

Ending

Talk to students about their impressions of the activity and the benefits of debating. List their ideas about what skills they have learned and developed when preparing for, participating in, and reflecting on this debate activity.

Answers

Activity 1

a) 2; b) 1

Activity 2

Personal answer. Suggested answer: The power of words

Activity 3

Personal answers.

The speaker's ideas for a good debate basically involve: engagement and consensus. People are expected to take a position to defend, deconstruct opponent's arguments, and build up their ideas.

Activity 4

a) 3; b) 5; c) 1; d) 4; e) 2; f) 6

Activities 5 and 6

Personal answers.



UNIT 1 • Engeneering Challenge

Contents

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Objectives

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- » [; · ; · ; ·] (· ; ·

Materials

- Recycled material to build magazines or newspaper thurs, allo newspaper or magazines, plastic bags, masking table cable or cipities (enough to build small thurs - each group of five students makes one chair)
- with internet access (for ibray - octors
- » Coranes (printed or online, optional)
- w same actures chairs made with newspapers, recycled meth 25 (optional)

Class Plan

Beginning

Ask students What is a chair?" Challenge their more and ask more questions, forcing them to the amon' for instance, they can say "it's something www sit on, wen you can challenge them asking "Well, correctimes I sit on the floor, or a sofa, or a bed. Are " asc shairs?" If they say "It's something with four legs that you sit on," you can suggest "Don't some chairs have two or three legs?" Respond to students' answers v. th more questions, and then organize them into small groups of three or four students to continue working but a more complete definition of chair. If access to the internet or dictionanes is available, allow students to use them to do some research if they desire

Developing

Write the following quote on the board "The only thing you know is that you know nothing." Ask students if they know whom this quote is attributed to. Listen to their kness and explain that it is attributed to Socrates Explain that it is essential to ask questions and reflect on them. Write the following questions on the board and encourage students to keep asking questions during this activity.

- What defines a chair?
- > What makes a well-designed chair?
- > How many different ways can you design a chair with only magazines or newspapers, plastic bacs, tape, and cable ties?
- How will you know if your design is deal?

n this hands-on challenge, students will seek to answer all of the above questions by building a chair that they can sit in out of the materials provided. Organize students into groups of five or six and have them look at the materials. If they struggle to think of how to use them to build chairs, you can show them some putures. Alternatively, and if possible, they can use their own smartphones to search for suggestions on the web. However, allow them enough time to think it over and come up with their own ideas. Ask students to plan how they are going to build their chairs in their groups. They can take notes and make drawings on their notebooks



You can find more information on now to be ig a chair and other furniture out or old macazines at the ferowing aks

- Fine Craft Gu d "Regided N'agazines Claris States Stocks https //ftd / wifiv to
- > Christina Haiey, "Magazine Stoot" https: "to . Sertium

Extra Activity

Distribute the materials even's among the groups Depending on the availability of each material there may be constraints to work in the spain to students that this is also part or the design process You can even add the question "How can we but a quality chair with only . ?"

Set up a time limit (around 15.20 minutes) for students to develop their designs. Have them test their products together. Give them toechack by asking more questions. You can write some or all the tollowing questions on the board

- How can you make it [better stronger more comfortable)?
- · What do you aiready know?
- What have you already tried?





: What help could you get from someone else? What reeds to happen for you to be satisfied with the design? How can you make that happen?

What strategies did/can you use?

Encourage groups to discuss these questions and add their own questions. Allow a few more minutes for groups to improve their chairs Students may also get help from their classmates in other groups, especially those who have arrived at a design they are pleased with

Ask students to redefine the word chair based on their discussion, research, and design. They might be asking questions such as "Does a chair have to have legs?", "Does it have to be supercomfortable?" Encourage these questions, share them with the group, but do not offer a yes-no answer. Instead, ask students to discuss them further and draw their own conclusions. Their own definition of a chair will guide and determine their design

Ending

Have groups present their chairs to their classinates. Ask further questions, such as:

- How was your definition of a chair at the beginning different from what it is now?
- What strategies worked well?
- Is there anything you would change or could have done better?
- How can you apply what you learned from this challenge to other situations?

Elicit further questions from students themselves and keep the discussion going.

Go Further

- Challenging Learning, "James Nottingham's Learning Challenge (Learning Pit) Animation": http://ftd.li/mhvdih;
- · Vivify STEM, "Three Amazing Newspaper STEM Challenges"; http://ftd.li/kiwqwi;
- » Brain Ninjas WP, "What about Critical Thinking Challenges?"; http://ftd.li/8sv9r6;
- » Brain Ninjas WP, "The Learning Pit": https://ftd.li/z2m8jr;
- InnerDrive, "9 Questions to Improve Metacognition": http://ftd.li/vfcm2z.

UNIT 1 • The Art of Argument

Contents

- Socio-emotional learning
- » Social awareness
- no Relationship skills

Objectives

- » Be aware that we learn from one another
- » Exercise clear communication

Materials

- » Student Handbook, pages 285-288
- » Video; "The Art of Argument"

Class Plan

Beginning

Organize students in pairs and explain to them that you will express a proposition and they should take turns defending it with arguments. Say "It's good to be competitive" and allow them some time to come up with arguments with their classmate, Then clap your hands and interrupt them. Say that now they have to take turns defending the opposite idea, "It isn't good to be competitive." Explain that you are going to say another statement and that they should change their reasoning whenever you clap. Say "Many of the assignments we have at school help us in our daily life" and clap your hands two or more times during their discussion. As they are talking, walk around the classroom and take notes on some of their arguments When you end the activity, write the arguments and counterarguments you have collected on the board and invite some students to make comments about them

Developing

Before watching the video

Activity 1

Organize students into tries and have them look at the pictures. Ask them to identify what each picture represents and to answer the questions arally. While they do so, walk around the classroom and, if necessary encourage them to speak English whenever possible. When they finish, ask some volunteers to share their answers.

While watching the video

Video - Part 1 (0 00 0 54

Activity 2

Explain to students they are going to watch the part 1 of the video in which one of the activities presented in activity 1 will be discussed. If students are familiar with Amber and Nicholas' videos from previous books, ask them what type of video they present and encourage them to share some comments. Invite students to guess which activity will be discussed. Play part 1 so that they can check their predictions and answer properly Say you are going to play it again and ask them to pay close attention to what they say you learn with debates (arguing; researching and preparing for a debate, having better and more rational discussions; getting your point across in a respectful and logical way).

Video - Part 2 (0:54-4:07)

Activity 3

Ask students to sit with another pair. Explain to them the second part of the video Amber and Nicholas bring tips of how to get well-prepared for a debate. Ask students to come up with some ideas of what they expect to watch in the video. Play part 2 once so that they can check their predictions. Ask students to take notes if they want to.

Activity 4

Allow students some time to read the words and the definitions. They can match them individually. After students have finished, ask them to compare their answers with a classmate. Check their answers.

Activity 5

Play part 2 again up to "a debate is very similar to a chass game; you always have to think of the other person's mext move ahead of time." (first tip - 2: 19-2:26). Ask students if these concepts are only relevant in the context of a debate, inviting them to explain and discuss their opinions in pairs.

Activity 6

Write "Sociatic method" on the board and ask students to answer the questions individually and their discuss them in pairs. Play part 2 from "Well, our ment tip is use the Sociatic method" to "... suddenly no one will be actually listening, just defending their point of view."

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After watching the video

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Activity 10

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Activity 1

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Activity 2

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Activity 3

Activity 4

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Activity 5

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Activity 6

- a fit a sine of debate that comes from Socrates' teachings.
 This mection is voiced making questions instead of using.
 Statements when you disagree with the other person.
- to the less confrontational because instead of giving your opinion you the to understand the other person's point of well-by making questions, the discussion gets less heated and promitted artual insteading
- r Personal annuers

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A more and to a second of the water that we need to keep out the offer person, show with our body anguage and attitude that we're not there for a first.

Activity 8

- a like don't aways have to be right.
- b Personal answers
- c Persona answers.

Activity 9

Suggested key points: in a class assignment, we do our best to win the debate, but in real life, it's not like that; you don't always have to be right; it's ok to change your mind; debating with people will make you change your perspective, and this is fine; it's great to be humble and open to learning; when we don't agree with someone, it doesn't mean they're evil or that we should take that personally; the magic phrase "let's agree to disagree;" we can coexist when we have different opinions

Activity 10

Personal answers.

Lesson 1 | Part 1

Contents

- » Mass media
- > Manifesto

Objectives

- » Talk about personal use of the internet
- » Read and identify a manifesto

Materials

» Student Handbook, page 24

Class Plan

Beginning

Ask students to write down three activities they enjoy doing in their free time and two or three reasons why they are good activities. When they are ready, invite them to share their list in small groups and check what they have in common and if the reasons are similar. Ask students if any of them had mentioned activities related to the internet. If they have, write their ideas on the board so they can compare them to the image in activity 1.

Developing

Activity 1

Ask students to look at the image and, in pairs, make a list of what is possible to do with the internet. They may use the notes on the board to get started.

Activity 3

After students have identified what kind of text this is, explain that, originally, the definition of mass media was the transmission of communication that reaches and influences a large number of people, such as television, radio, and morning newspapers. Nowadays, social media can be considered an example of mass media even though the communication is not as centralized as TV or radio

Tip

If you or students, ire interested in knowing more about the concept of mass media nowadays, you may read the article 'What Is Mass Media,' at http://ftd:li/o5hy/u

Ending

Dictate the text about manifesto below including the blanks. Then have students complete the blanks with their own words and compare with a classmate. After, write the six words from the key on the board and allow them to make the necessary adjustments

Manifesto, a document publicly declaring the a) _____ or program of its issuer. A manifesto advances a set of ideas, b) ______ or views, but it can also lay out a plan of action. While it can address any topic, it most often concerns art, literature, or c) Manifestos are generally written in the name of a sharing a common perspective, , or purpose rather than in the name of a single f) Munro, André, "Manifesto," Britannica, July 24, 2020 https://www.britannica.com/topic/manifesto

Key: opinions - individual - ideology - position politics - group

ANSWERS

Activity 1 Personal answers.

Activity 2 Personal answers

Activity 3

Activity 4

Dictation

- a) position; b) opinions,
- c) politics; d) group,
- e) ideology; f) individual

The Hunt Is On! | Part 1

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Lesson 2

Contents

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p 1- 21

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Objectives

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The second secon

Materials

>> 1 11 31 (>>> page 26 11, 166

· Au tio traci

Class Plan

Beginning

Ante "image," "appearance," "reality," "truth," and "experience" on the board. Then invite two needs to tand with their backs to the board Explain that the other students will define the words them to ques

Developing

Activity 1

Explain to students that there are stickers at the end of their books for them to do this activity. They should the them in the order of importance for them. When they finish invite them to find a classmate they do not work with so often and then place the second of stickers in the order of importance to them to surage students to discuss their ranking and their opinion.

Activity 3

invite students to read the citation and the information about Guy Debord in the yellow box. Elicit or, if necessary, explain the meaning of topsy-turvy (totally principle). After students have discussed the questions in pairs, ask them to choose one of them and talk about it with a new classmate.



The state of the s

Activity 4

After students have written the definition of FOMO (fear of missing out), invite some volunteers to read it out loud. If students are not familiar with this term, go straight to activity 5

Activity 5

Play the audio once so students can check their prediction. If students did not write a definition in activity 4, pause the audio after the first sentence and elicit what FOMO stands for

Audio Script . Track 8

OK, today I want to talk about Feer of Missing Out and social media

I never even knew what FOMO meant until like a year ago, I'd never heard of it, but I definitely did experience it at a point in my life when I was very consumed by Instagram, I fellowed a tone of people, and I was always trying to see what was going on like who was hanging out with who, what was this person doing, where were they going, traveling to ... And that definitely consumed a lot of my life for a good chunk of time. Basically what fear of missing out is, is like, for example, I used to follow a bunch of girls from my school, and whenever they would be hanging out with each other, I would be so consumed and in their content that I'd go to the other person's page see if they've posted a pictured and I'd feel like jealous, and I'd feel left out or if I wasn't really friends with them I'd be like "why am I not hanging out with anybody?" That's kind of what

Anna's Analysis "FOMO + Social Media" YouTube February 14, 2018 Accessed December 2, 2019 https://www.youtube.com/watch?v=O6bdTO2mU30 Excerpts from 0.00 to 0.04, and from 1.16 to 2.10

Step 2 and point out now that the groups to plan the they will use to support their views The state of the s ... arguments should be clearly stated so ... Priner groups can take notes and consider to the problems raised c ally, when all the groups have shared their ideas, Auto White Track C ing proup, as a whole, should reach a consensus of the second second in many training the second of the second the three most important suggestions. Show a harry the to the ... - e example in Step 3 and invite them to reate a schedule with deadlines for the suggestions and the state of t this be the edicut Endina and the state of the state of Ask students to write a self-evaluation reflecting on and the state of the state of the state of their teamwork and participation throughout the a state of the sta process of organizing and carrying out the assembly and the same of th and the second of the second a supplied the second of the second and provided the part of the first termen ACTIVITY 1 the state of the second the second Personal andwers h . . he . . . he and the second Activity 2 Persona answers 1 12 Activity 3 Personal and werd was to copy to the property of the second I have a second and a superior ACTIVITY 4 retire entret ACTIVITY 5 4 " " " ACOVEY 6 " . The the minimum of the second of the second of in the same a second of the wall will The state of the s the second second L. -. + . ACCOUNTY 7 Lagrange . The said ACCOUNTY & war - - the state A. The second second is the at the majority of emperical of the collection

The Hunt Is On! | Part 2

Contents

- w Time I got The Hunt Is Onl
- in the series with internet use

Objectives

- a fire the online behaviors of some of the
- ** . arn ab it is sorders associated with excessive

Materials

- Graded reader The Hunt Is On!
- » Computer lab or devices with internet access

Class Plan

In Advance

Ask students to read chapters 5 to 9 at home Creat a classification using the pictures of Byte, Hint, and Worgan and potures that resemble or represent the formula items internet addiction disorder, FOMO, could media any chy dissociative identity disorder (DID) above students a few links for their research

- Game G. is or Bast or Buth?" http://ftd.filzxpinv3,
- · Chirisha Gregory "Internet Addition Disorder"
 http://mail.ass.5,2
- Remain copes, "video Gamp Addiction is Peal,
 Rare and Promy Understand http://fild.li//mv6at,
- I to respond the second

Beginning

read in chapters 5 to 9. If the reve difficulties, go

over the artivities on proget 80 to 82. The play is a have students understand that the order game designed by 871e has become reality and the players are going to fight for their lives in proper to wan it.

Ask students what they think of Flint's artifician. Adequatem to give their opinions and show them the sizes. Fach character in the slide could have some sort of issue with the internet and computers. What could they be? Show them the words and have students look up for information about the disorders membered in the slideshow.

Developing

Ask students to get together in groups and choise one of the three characters (Byte, Flint, or Morgan) to work with (make sure each character is chosen by at least one group). Ask "What kind of disorder could this character have?" (Possible answers. Byte: internet addiction disorder (IDI), Flint dissociative identity disorder (IDI), Morgan: fear of missing out (FOMO).)

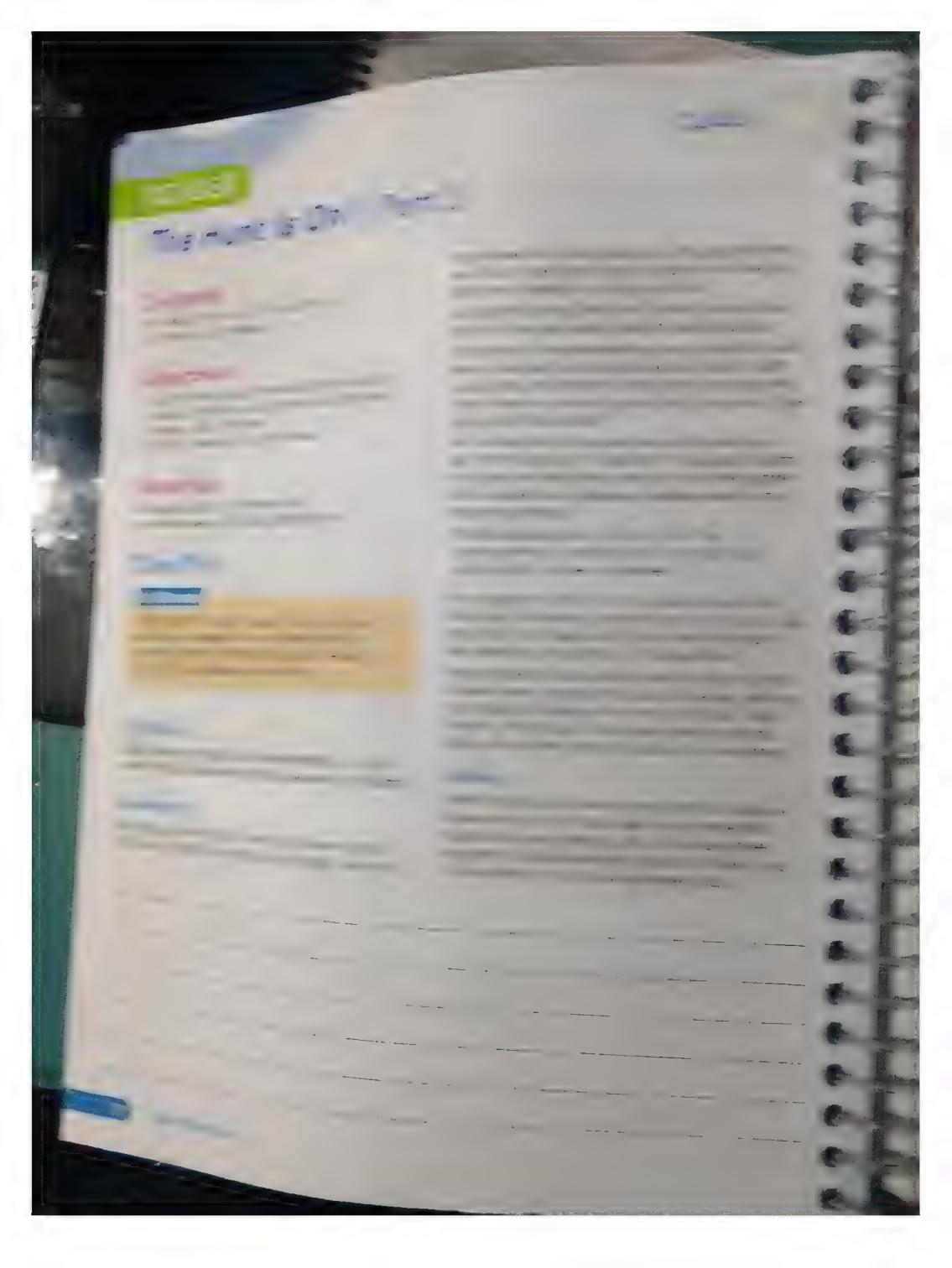
Share the links suggested in Advance box with students and encourage them to research in other sources. Help them by monitoring their work and guiding them through their research. Make sure that all members of the group are taking notes.

Go over their notes and tell students to put the information together in a presentation for the following class. In their presentations, they can include real cases they know, as long as they preserve the identities of the people involved

Ending

Gather the groups that are working on the same character and have them exchange ideas and information they found. Wrap up by checking the production of each group and helping them with more information or guidance as needed

Tell students they will present their research in the next Reader class



Lesson 3 | Part 1

Contents

- » Social miedia
- * Agreeing and disagreeing expression.

Objectives

- Listen for the objective, characteristics and main ideas
 is a talk about the need of being on social media.
- Agreeing and disagreeing expressions

Materials

- » Student Handbook, pages 28-29
- no Audio track

Class Plan

Beginning

Write "sucial media" vertically on the board and ask students to copy it into their notebooks. In pairs, they take turns writing related words horizontally as if it were a crossword puzzle. You can suggest that students also use abbreviations and new words typical of digital genres. Decide with them whether they are allowed to look up words in their book. As they will be working in pairs, they can play two rounds, one on each student's notebook.

Developing

Activity 2

Flicit the theme of one or two talks they have watched recently and ask them why, in their opinion, TED talks have become so popular

Audio Seriot . Track 10

I want to deliver two messages. The first message I want to deliver is that even though I've never had a social media account, I'm OK. You don't have to worry. It turns out I still have friends, I still know what is going on in the world, as a computer scientist I still ollaborate with people all around the world, I'm still regularly exposed serendipitously to interesting ideas and I rarely describe myself as lacking entertainment options

So, I've been OK, but I will go even farther and say not only am I OK without social media, but I think I'm actually better off. I think I'm happier, I think I find more sustainability in my life and I think five been more successful professionally because I does use social media.

So, my second goal here on stage is to try to convince more of you to believe the same thing

So, if the theme of this TEDx event is future tense, I guess, in other words, this would be my vision of the future, it would be one in which fever people actually use social media.

I think I need to back it up, so my thought, is what I would do is take the three most common objections I hear when I suggest to people that they guit social media and then for each of these objections I'll try to defuse the hype and see if I can actually push in some more reality. So, this is the first most common objection I hear.

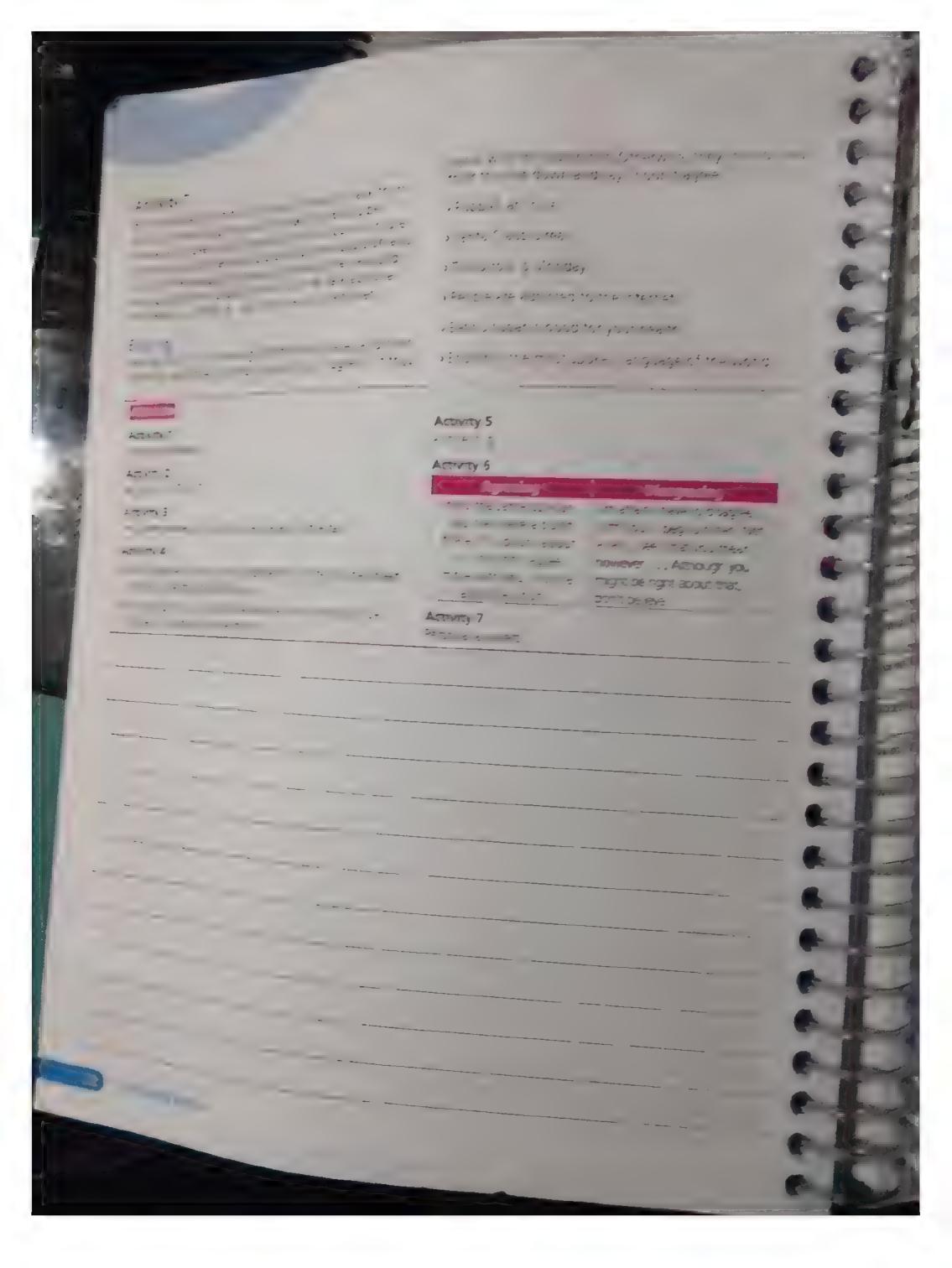
So, this first objection goes as follows: "Cal, social media is one of the fundamental technologies of the 21st century, to reject social media would be an act of extreme Luddism, it would be like riding to work on a horse or using a rotary phone. I can't take such a big stance in my life." So, my reaction to that objection is: I think that is nonsense. Social media is not a fundamental technology, it leverages some fundamental technologies, but it's better understood as this, which is to say it's a sort of entertainment It's an entertainment product

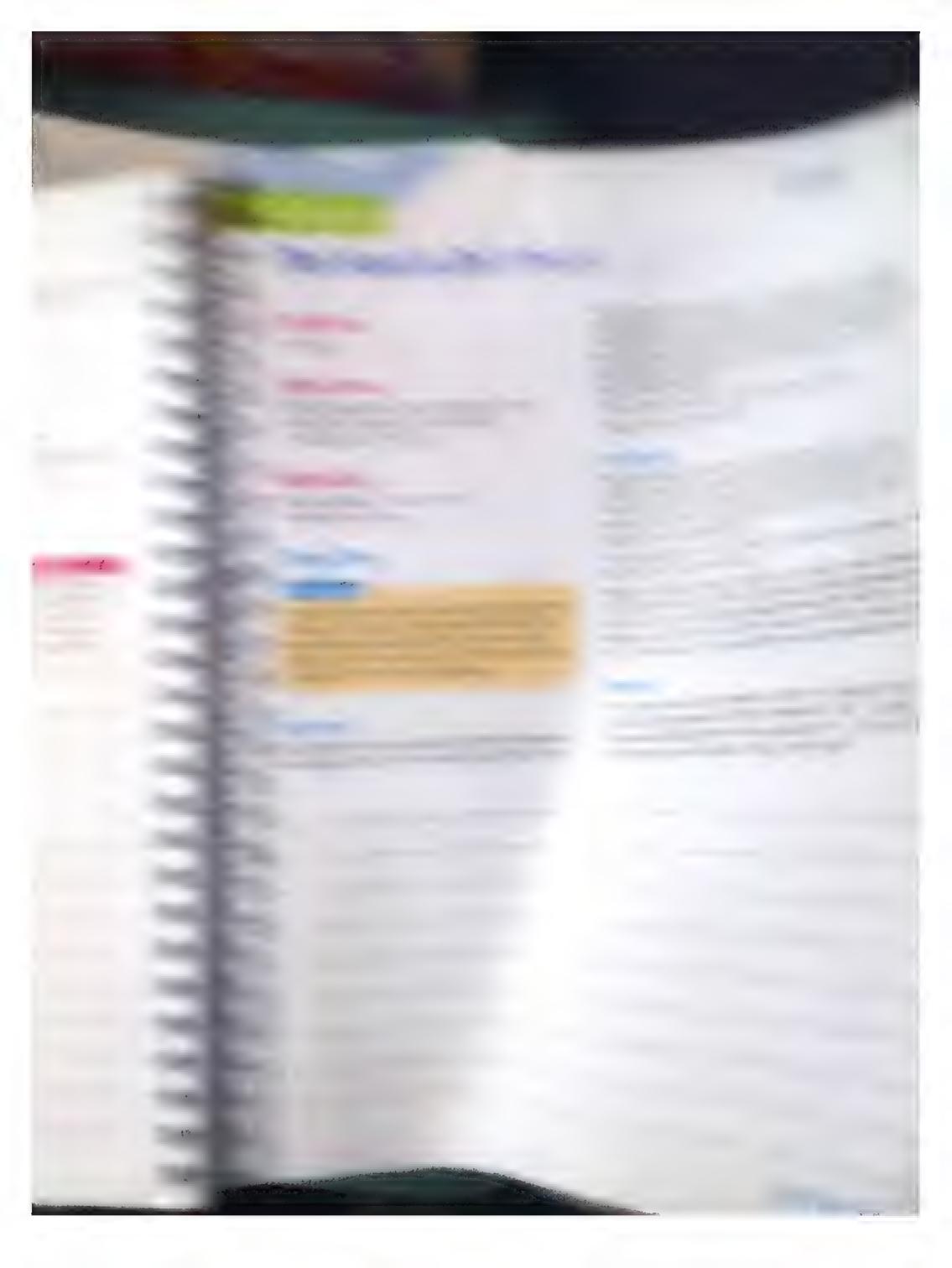
These companies offer you shiny treats in exchange for minutes of your attention and bytes of your personal data, which can then be packaged up and sold

So to say that you don't use social media should not be a large social stance, it's just rejecting one form of entertainment for others, that should be no more controversial than saying "I don't like newspapers, I like to get my news from magazines" or "I prefer to watch cable series as opposed to network television series." It's not a major political or social stance to say you don't use this product.

We now know that many of the major social media companies hire individuals called "attention engineers." To try to make these products as addictive as possible

TEDx Talks. "Quit Social Media. Dr. Cal Newport." YouTube
Accessed December 2, 2019 https://www.youtube.som/
watch?time_continue=7880e=3E7hkPZ-HTk. Excerpts from 1.17
to 2.05, from 2:11 to 2:41; from 2:51 to 3:25, from 3.28 to 4:00,
from 4:11 to 4:17, and from 4.21 to 4:24





The Hunt Is On! | Part 5

Contents

» A petition

Write a petition for one of the characters in the story

Materials

- » Graded Reader The Hunt Is On!
- » Computer lab or devices with internet access
- » Student Handbook, page 31

Class Plan

Beginning

Write "Flint," "Maximo," "Byte," and "Paloma" on the board. Elicit what happened to each character at the end of the book and write some key words next to their names. Ask students "Do you think these characters had a fair ending? Why or why not?" Allow them to discuss the question for a few minutes. Then describe the following scenario and ask them to discuss in pairs.

"Our story continues after they leave the island. Do you remember Morgan, Flint's sister? She is also in danger of going to jail. The police said she was an accomplice to Flint and Maximo's crimes, so she should also be responsible for what happened on the island. What do you think? Do you think she should pay for it, even though she was the one who reported Flint and Maximo to the police?"

Developing

Explain to students they are going to write a petition about Morgan. First, they need to pair up with a classmate who shares the same opinion the petition will either defend Morgan, asking the authorities to let her free, or urge the police to hold her responsible for the crimes, just like F.int and Maximo.

Go over the characteristics of a petition with students (page 31 of their Handbook). Ask them to think about reasons that will reinforce their petition and make it stronger

Have students write their text in pairs, but make sure each one have their own copy. Walk around the classroom monitoring their work.

After students have done their first draft, ask them to join another pair who shares the same opinion and swap their texts. The four students should then write one text using the ideas from the first draft that was written in pairs.

Ending

Have students read their petitions to the group and hear the feedback from their classmates. Write the following questions on the board and ask students to consider them in their evaluations:

- Does the petition have a catchy title?
- » Does it state the reasons clearly?
- > Is it convincing?

Ask students to vote on the best petitions.

LISTENING

UNIT 2 • Social Media Addiction

Contents

The same with Branch of the ser, here the ser

Objectives

- my commence in the figure of the contraction of the
- with the fire more all te
- on the color species of a second office a source of
- where the contest of the automorphism of the contest of the contes

Materials

- in Student Handbook, pages 238-239
- n Audio track

Class Plan

Beginning

invite students to play a different catch-up. In small grows ask them to quickly interview each other about their social media use and what they think about it then encourage them to share their thoughts and experiences to the whole group

Developing

Activity 1

Have students read the questions from the activity
Clear up any vocabulary doubts. Pair students up and
have them discuss their ideas. Explain to them they
can use some ideas or information from the beginning
activity. As they finish, ask the pairs to share their
ar swers with the group.

Do a quick poll to know what students think about excessive use of cell phones and making cell phones the center of the world. Write their answers on the board

Activity 2

Ask a volunteer to read the instructions and the sentences. Explain to them you will play the audio twice, the first one they should pay close attention to focus only on the information asked for in the activity. Play the audio for a second time and check the answers with the whole group

Audio Script . Track 2.1

Reporter: Wall. Seed any street, any mall, any to way every one is to awing to their screen. Our slevices are beeping, buzzing, begging us to awipe, like, love, tweet, retweet, send, reply, forward.

Brooke: Facetime, Snapchat, Instagram, Twitter.

Brooke: Facetime, Snapchat, Instagram, Twitter, Tumblit, Vine, kik

Reporter: This is Brooke, a California teenager She's 15 years old now and a self-professed recovering cell phone and social media addict

Reporter: How long was she on her phone each day?

Mother: When she got home from school, at like 3
o'clock, until she went to bed at 9.

Brooke: It was more.

Reporter: Brooke says she would be up until 4 o'clock in the morning and later

Brooke: The second a text went off, the second someone Snapchats me or facetimes me, like, I always answered, and I always waited and waited and waited for someone to reply It was like my heart, like, I couldn't put it down.

Reporter 2: Teenagers have always had this fear of missing out, but it's just mushroomed. It's nuclear.

Reporter: And Brooke's selfies reveal a troubling progression, imitating bad behavior she was exposed to online with her phone

Mother: The more she started to change and act out, the more we started to really

Father: Clamp down

Mother: Clamp down. And then that created anger Reporter: Brooke was always two clicks ahead of her parents, Jim and Stephanie.

Brooke: I was constantly making different accounts. I had, like, six accounts on Instagram. I had multiple Snapchats. I changed the usernames, the passwords. I would block them.

Mother: We took her phone. She'd go and buy someone else's phone

Reporter: How were you so smart about all this?

Brooke: Honestly, I don't know. I just ... It was like they took my phone and I just panicked.

Reporter: Anytime her parents took the phone away, Brooke would go ballistic.

Mother: It was like a knock-down, drag-out fight, practically, to get that phone out of her hand. She would say that, "Without my phone, I have nothing."

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THE NEVS THEE E PENEL FAILURES STORYER WILL THE 1 . . . The of the himself ran I can I the May 40, 40 7 Consentium to any hips work you notice could The state of the s

& ytiyity \$

a neighbors read the instruction. Make sure they ashastand what to do Explain to them you will play the which has them to check true or false. Check the answers with the whole group and write them on the board

As service 4

Mange students into small groups and address them . a activity invite a volunteer to read the questions · · · · with language it necestary. Draw students' . - it to the main topics of each question. Allow

MICHE CLASS

Ending

Invite all Units and the transfer of the transfer and the some social media on trogetter Remind to -- .. include court is tratements and themselve or hours. use social media is in the

Activity 1

Personal angwers

Activity 2

- Different kinds c. corial mad a
- + FORMS.
- . The way a coup onso with their daughter's FIRE SIFURGIONE SE

Activity 3

Activity 4

Prince and

Lesson 3 | Part 2

Contents

- Verb + -ing or verb + to + infinitive
- Stress patterns

Objectives

- Use verbs followed by a gerund or infinitive appropriately
- Understand and practice stress patterns

Materials

- > Student Handbook, page 29
- » Audio track

Class Plan

Beginning

Write "How to use social media and the internet in a positive way" on the board. Ask students, in trios, to take turns listing as many different ways of doing so as possible.

Developing

Activity 8

Ask students to complete the sentence and, if you find it appropriate, play this bit of the audio track 10 again: "So to say that you don't use social media should not be a large social stance, it's just rejecting one form of entertainment for others, that should be no more controversial than saying 'I don't like newspapers, I like to get my news from magazines' or 'I prefer to watch cable series as opposed to network television series "

Activity 10

After students have completed the activity, ask them which verb in this activity is the only one that may be followed by both -ing or the infinitive (love).

Language Variation

Mobile phone is the British equivalent to the American variation cell phone. There are other differences in vocabulary between these two language variations, such as sweets, autumn, flat, holiday, football, lift, and trainers, which are all British English and their corresponding American English words candies, fall, apartment, vacation, soccer, elevator, and sneakers

Endra Activity

Ask students to complete the sentences below with true information about themselves and their use of social media. After they do this, they can talk to three different classmates and provide more details about one or two of their sentences

- · I've decided to
- > I don't think I'd be able to give up
- I hope to .
- I love .
- I hate .

Activity 11

Elicit words with three or more syllables and write them on the board with the corresponding stress pattern. Next, invite students to read the words in the activity out loud and consider which stress pattern is appropriate for each one. Finally, play the audio so students can check their answers.

Audio Script • Track 11

entertainment accidental technology

fundamental political

Ending

Divide students into small groups and have them write down two sentences using VERB + ING and two other sentences using VERB + TO + INFINITIVE. All four sentences have to be about the internet world. After that, invite a volunteer from each group to read their sentences to the class.

Answers

Activity 8

Activity 9

The verbs say, hate, like, love, and prefer can be followed either by -ing or a to + infinitive. The difference in meaning is often small. The ing form emphasizes the verb itself. The to + infinitive

puts the emphasis more on the preference for, or the results of, the action.

Activity 10

a) using; b) to unplug; c) to be; d) to spend/spending

Activity 11

Pattern 1: technology, political.

Pattern 2' entertainment, fundamental, accidental.

GRAMMAR

UNIT 2 • Verbs + Gerund or Infinitive

Contents

» Verbs + gerund or infinitive

- ▶ Review and expand the grammar content from unit 2 » Practice using gerunds or infinitives after verbs

Materials

- Student Handbook, pages 219-220
- » A small ball
- » A dictionary (printed or online, optional)

Class Plan

Beginning

Have students sit in a circle. Choose one student to start the game. They will say a verb and then roll the ball to another student. This student will do the same Set a time to do this activity. As they play, you can list the verbs they say on the board

Developing

Activity 1

Have students look at the picture and ask them "What are they doing?", "If you want someone to stop doing something. What do you say?" Say "Stop [playing/ talking/walking] " Students need to explain the meaning of each sentence and compare answers in pairs. Explain that they can take some notes instead of providing a complete written answer. Encourage them to discuss the difference in meaning in pairs

Activity 2

Ask students to read the rubrics and the alternatives. Elicit what they need to do if necessary. Review the use of gerund or infinitive after certain verbs if needed Check the activity with the whole group.

Activity 3

Ask students to look at the chart and read the sentences. They are going to complete each sentence with a correct verb of their choice. Explain that they need to pay attention to the context to choose a verb that makes sense if students do not know the meaning

forme verbs in the illinant, encourage them to fill ... h other or look into a diction as,

Activity 4

Ask students to read the sentences and correct them it necessary. Explain to them they (... are a roow at the cham on activity 3, if necessary Have them compare the answers in pairs before checking the activity with the whole group.

Activity 5

Ask students to walk around the classroom, asking each other. When they find a classmate who answers a question affirmatively, they write their name Encourage them to find different classmates for each question

Ending

Ask students to share their findings from activity 5 with the group. Ask them to stand up in a circle. Throw the ball to a student and say a verb. This student should say another verb that could go after in the correct form (gerund or infinitive). For example, if you say "decide," the student might say "to study." Then this student throws the ball to another student and says another verb followed, and so on.

Answers

Activity 1

- a) He does not play video games anymore.
- b) He stopped something he was doing to play the game
- c) He hasn't played the video game yet.
- d) He was not playing the video game, but she wanted him to play

Activity 2

a; c; d; e

Activity 3

Suggested answers: it can be other verbs provided that it makes sense and follows the rule of -ing or infinitive

a) to turn off, b) using, c) to research; d) buying; e) to not message

Activity 4

- a) They talked about building a computer lab at schoo.
- c) My brother expects to be a digital marketing expert in the future

Activity 5

Personal answers

Lesson 4 | Part 1

Contents

- & Pelithin
- " Want vs would like
- * Unking went

Objectives

- in Read extracts from petitions and match them with the corresponding title
- to Understand the difference of register between want
- » Practice using linking words

Materials

- » Student Handbook, Pages 10-11
- in Slips of paper

Class Plan

Beginning

Write "How to use social media and the internet in a positive way" on the board. Ask students, in thos, to take turns listing as many different ways of doing so as possible.

Developing

Activity 5

To help students experiment with the difference in intention and politeness, invite them to use want and would like with the following sentences.

- to open the window
- a sandwich
- to talk to you

Activity 7

Refore students do this activity, write "Addition/Cause/ Contrast" on the board and elicit linking expressions for each one. Draw students' attention to the position of these words in a sentence and explain that furthermore, in addition, and however are most frequently used in the heginning of a sentence and are followed by a in the heginning of them that in more formal texts but homma. Explain to them that in more formal texts but and because should be used in the middle of a sentence

file Consider Others

Invite turbigity to make a long, show por an invity swhen discussing the question on six

Ending

Write down on slips of paper five petition titles, three of them being true existing petitions and two being new icleas for petitions. Ask students to guess which of them are the real petitions and which are not

Real existing petitions:

- Hours of Sleep. School Should Start at 9:00 or 9 30° http://ftd li/w72e3f,
- by Banning Harmful Sunscreens": http://ftd li/fe6j49;
- Care2 Petitions, "Join the Fight Against Plastic Pollution". http://ftd li/udy6yr

Fake petitions:

- Stop Lating Sugar and Save the Amazon Rainforest
- Save Kids and Teens from Internet Addiction

American

Activity \$

h

Activity 2

- a) Allow acts for breastfeeding products on instagram (4)
- b) Stop hare speech on social media (1)
- c) Encouraging the social madia generation to behave more responsibly nutricions (3)
- d) To remove permanently take profiles (2)

Activity 4

- a) want
- b) would like

Activity \$

Want sounds more demanding and less points than would like

Activity 6

People tend to use want because it sounds more convincing

Activity 7

- a) Addition: furthermore
- b) Cause because therefore
- Converset but, however

UNIT 2 • The Internet and Social Media

COMPANS

4 11 11

- × , , , , , , , , , ,

11:10:01

- By the state of th
- Charles of the contract of the

Class Flag

some service and the some second coors array and macagares " what do they colors the second least and ask them if they the all accompanies to the ms. Also, ask them are needed and account these sites. Eisten to their Leading the second reaching the board

Dane comp

Act 1 : 1 - P aparation

The same to end the over the product answer any The stable stacks there are estrons and

wer them individually Allow them some time to . Implete the activity

Activity 2 - Interaction

Explain to students that they are going to find out how their classinates use social media. They should walk around the classroom and interview as many classmates as possible. Set a time limit for the interviews.

Activity 3 - Interaction

Have students read the questions and conduct a class discussion on the topic. Encourage their participation suggest that they use the expressions for agreeing and disagreeing they have learned

Ending

Ask students "What conclusions can you draw about social media?", "How does social media change behavior negatively?" Explain to them that several studies have found an association between increased social media use and depression, anxiety, sleep problems, etc. Ask them if they agree or disagree and to give some personal examples if possible.

Affewers

Activity 1 - Preparation

Personal answers

Activities 2 and 3 - Interaction

Personal answers.

Lesson 4 | Part 2

Contents

» Petition

Objectives

Write a petition concerning the use of social media at school

Materials

» Student Handbook, page 31

Class Plan

Beginning

Ask pairs to write a list of two humanitarian causes they would endorse by signing a petition. Have them share their causes with another pair of students.

Developing

Activity 9

Ask students to read the instructions carefully and decide, in pairs, the petition they are going to work on. Remind them to create a strong headline which expresses the main idea of their petition and to make sure the paragraphs are easy to read and not too long. When they finish their petitions, invite them to swap texts with another pair and give each other feedback on

content. If necessary, allow students some more time to write a second draft for you to give them content and language feedback.

Fine-tuning

If you find it more appropriate for the group, brainstorm with the whole group some possible and interesting topics for a petition and allow students some time to choose the one they find most compelling for them. Before they split up into pairs to write their petitions, invite them to take down some ideas they may use in their text

Ending

Ask students to sit in small groups and read their petitions without saying the title. When they finish reading, the rest of the group tries to guess the title and give feedback on the visual representation. They should then discuss if they would sign the petition or not and why, and how it relates to the general theme of the unit.

Answers

Activity 8

a; b; d; e

Activity 9

Personal answers.

UNIT 2 • Does Everyone Have Access to the Internet?

Contents

- Social inequality and internet access
- » Graphic ways to represent data thematic maps. mamorphic maps bar charts, pie charts

Objectives

- Read and interpret maps and graphs about internet access
- Formulate hypotheses to explain social inequality through internet access

Materials

» Student Handbook, pages 181-183

Class Plan

Beginning

Ask students how many of them have internet access at home and on their cell phones. Ask them if they know anyone who does not have it. Talk to the group about the usefulness of having access to the internet and the frequency they use it. Also, you can ask them "What do you use the internet for?", "What would you do if you didn't have internet access?", "How often do you use

Developing

Activity 1

Explain to students you are challenging them to identify a key term for this class. They have to read the definition, creck the number of missing letters and, with the help of the initials, figure out the term if necessary, allow them to work in pairs to help one another. Otherwise, they can do it individually and check answers in pairs. Elicit the correct term and read the whole definition with them to clauty it Floit some examples of social inequality from

Activity 2

Explain to students that the terms are connected to the topic of the class. Have them do the matching activity individually and then check in pairs before the correction with the whole group. After checking the activity, practice the pronunciation of each term with students

Activity 3

Explain to students that social inequality is measured in different ways. Access to resources, such as the internet, is one way to do so in this activity, students are expected to make some predictions in order to get them to activate their background knowledge of the topic. Some opinions have been provided to help them express themselves; however, we suggest that you encourage them to write their own ideas. Ask students to underline, in the sentences provided, the parts that we use to express opinions ("I'm pretty sure ", "I believe that ...", "I would say that ...", "I'm not sure, but ... "). It can help them to formulate their own views Help them understand the different degree, of containly in the expressions. Let students work individually, first, to formulate their opinion and then, to share it with their classmates. Collect feedback from some students

Activity 4

Ask students to check if their predictions in activity 3 are realistic. Help them identify the two axes (geographic regions and percentages). If necessary, address them to the definition of internet penetration in activity 2 Have them work in pairs to talk about the results and their predictions. Collect feedback from some students to check if their predictions were acceptable.

Activity 5

The objective of this activity is to help students formulate hypotheses to explain the graph in activity 4 For that, they will use their previous knowledge of the world. Remind them that they are talking about social inequality. Encourage them to work in pairs and write down their hypotheses using the structure provided as an example. You can tell them that the comparative and superlative forms will be useful in this case.

Activity 6

Show students the maps to help them interpret the graph. Internet World Penetration Rates in activity 4. Allow the some time to explore both maps first. Have then ead the titles and captions, and the physical layout of territories

Organize students into groups of three or four and ask them to check if the hypotheses they wrote in activity 5 are illustrated in one of the maps. If necessary, address students to activity 2 to recall the key terms.

Activity 7

The objective of this activity is to systematize the concepts of visual and graphic data representation. Show students the previous examples (bar chart, thematic maps, and anamorphic maps). Have students match the answers individually and then collect feedback

Activity 8

Introduce to students the fourth graphic data representation. Have them look at the pie chart and identify what it focuses on. Point to the fact that the percentages vary greatly if this graph is compared with the bar chart in activity 4. Let them consider different factors that could explain such differences. For example, how come Asia has only 53.6% internet penetration if it has 50% of world internet users? Encourage students to compare and contrast the different maps and graphs they have analyzed in this class and reflect on social inequality.

Butra Activity

Show students the following video tutorial for part of it, about making graphs using Google Spreadsheets. They may also work collaboratively.

> Learn Google Spreadsneets, "Google Sheets Charts!" Graphs Tutorial" http://fid.lildjndyz

Ask students to research internet access worldwide and create graphs based on the data they collect. They can create a shared document where they can exhibit their charts and present them to the who exproup. The following link may be useful.

Simon Kemp, "Digital 2019: Global Internet Use Accelerates": http://ftd.ii/ightwvb

Ending

Activity 9

Talk to students about the frequency and usefulness of using these kinds of maps and graphs to reflect on sociopolitical issues. Address them to the title question of the class and have them answer it based on the maps and charts studied. Excit contributions from different students.

Answers

Activity 1

Social inequality

Activity 2

I. e; H. d. III a; N C V b

Activities 3 to 6

Personal answers.

Activity 7

I. C. II a; III. b

Activity 8

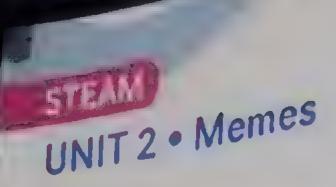
Suggested answer:

Students may say that since Asia is the most populous continent in the world (4,641,054,775, in 2020) it can be expected to have more internet users in comparison to the rest of the world. However, internet access seem to be restricted to some groups of society. Therefore, it may be a case of social inequality.

Activity 9

Suggested antwer

Students may say that these are useful ways to represent social data and make people aware of the extension of some problems, such as the internet access wealth distribution, spread of diseases, etc.



Contents

- » Memes and online comments

- » Suggestions for internet use * Language for agreement and disagreement

Objectives

- » Design a meme
- » Develop digital and visual literacy > Write in a register appropriate for the internet
- Agree and disagree

Materials

- » Computer lab or devices with internet access
- » Meme-generator apps (optional)
- A selection of popular memes (printed or to be projected)
- » Sheets of paper, markers, tape or glue sticks, sticky notes, a selection of printed-out pictures from pop culture (optional, if smartphones, tablets, or computers are not available)

Class Plan

Beginning

Show students a few popular memes and ask them to explain the message. Have them share what kind of memes they ske and what makes them worth sharing. Guide them in noting the kind of language used typical expressions, adapted quotes from popular cuture, paring of words and images, tone, etc. Make a st of common meme expressions on the board.



A meme is a cuitural idea or type of behavior that is passed from one individual to another, usually by imitation. A tune, a catchphrase, a globally-recognized mage, or deas about humanity and the universe are menes Evolutionary biologist Richard Dawkins first used this term to define a replication without chemistry - a replication of ideas. This is not too different from what we now know as an internet meme - an image vitri that is text not original to the source, presenting an often-humirous idea and/or a cultural message interded to be replicated and shared quickly.

ACOS STHOAST

Developing

Organize students into pairs and challenge them to create their own meme, based on the idea of FOMO or on their own ideas for how the internet should be used (like a manifesto in a single meme).

If using computers or digital devices, there are many free meme generator websites and apps. Be sure to preview and test first, to make sure the content is appropriate. If using paper, have a collection of printouts of pop culture icons and popular meme photos. Students can write their text on another piece of paper before attaching it to the image, likely on both the top and bottom. They may even decide to alter the image by cutting or adding something to it.

Have a brief discussion about what makes an appropriate image to share in a meme, making sure students know to stay far away from making fun of people with disabilities, anything that could be hurtful to a race or ethnic group, and other things that might be triggering to people with trauma or otherwise inappropriate. Conduct a discussion with students about image rights and have them think if it is OK to use the picture of a person in a meme and why.

Go Further

You find more information about memes and copyright laws at the following links.

- > Intellectual Property Office, "What Are Image Rights": http://ftd.li/6czkaj;
- » Vicky Ludas Orlofsky, "Memes, Fair Use, and Privacy": https://ftd.li/e7zxuf.

Monitor students' works and give feedback, helping them choose the best words and register for their meme. Encourage them to check spelling (they can use a spell checker if working digitally) and also capitalization. Remind them that even though memes are informal, it is always a good idea to proofread our texts to avoid typos.

Ending

Depending on the resources being used, students can post their memes in a shared document or online platform. Or they can simply display the image in the

classmoom. Have pairs post comments on their classmates' Go Further memes, using some of the language they learned for Sharon Serano, "5 Ways to Use Memes with agreement and disagreement. Make sure they include a asson why they agree or disagree. If working on paper, Students": https://ftd.li/au22int; comments can simply be made on sticky notes and > James Gleick, "What Defines a Meme?" http:// attached to the wall near the image. Allow students to ftd.li/ubuebw. keep the conversation going by leaving "the comment section" open for as long as they are interested. LOWER SECONDARY

Units 1-2

Contents

- w Word formation: verb into no in and -ing noun
- n May, must, might (opinion/ed) (c)
- m Genitive case ('s)
- p Quote
- w Verbs: -ing and infinitive

Objectives

- » Revise content from units 1-2
- » Create a video script
- no Revise countable and uncountable nouns
- > Learn about word formation
- » Reflect on now to avoid logical fallacies
- » Revise the use of may, must, and might for opinion
- » Revise genitive case (5)
- » Understand how to use the correct form of the verb (-ing or infinitive)

Materials

» Student Handbook, pages 92-93

Class Plan

Beginning

Write some nouns on the board in anagram form (swimming, learning, beauty, safety, action, achievement etc.). Invite students to try to unscramble the letters in small groups. As the groups finish, ask them to make sentences with these nouns and write them down on their notebooks. Give them 3 minutes.

Developing

Unit 1

Activities 1, 2, and 3

Encourage students to work in small groups. Invite a volunteer to read the instructions. Give students enough time to do the if ree activities.

Walk around the classroom giving help, suggestions, and vocabulary Draw a table on the board to place all suffixes used in the active en including the ones from the Beginning act vil A: the groups finish, check the answer with the Move groups timish, theck that much pace pach. After that, with students 35: 12.

swimming, action safety, at hieven ient learning. beauty

Draw students' attention to noun formation. Jell them -ing nouns are almost always uncountable

Activity 4

Have students read the instruction. Allow them a few minutes to do the activity

Activities 5 and 6

Ask students to work in pairs to create a video script. Go over the instruction and make sure everyone understands how to write a video script, drawing their attention to the main characteristics. Give them 10 minutes to do the activity Walk around the classroom and help them when necessary. As students finish, ask them to exchange their video scripts with other pairs to analyze what is similar and what is different After some time, open it to a whole class discussion

Unit 2

Activities 1, 2, and 3

Have students read the instructions. Allow them a few minutes to do the activities. Check their answers and write them on the board.

Activity 4

Have students work individually. Ask a volunteer to read the instruction. Give them enough time to do the activity

Ending

Ask students to share their quotes with the whole group. Then invite them to vote which quote they think are more interesting and tell why.

UNIT 1

Activity 1

a) U; b) C; c) U; d) U; e) U; f) U; g) U; h) C

Activity 2

It is necessary to add -ing: identifying, reasoning, speaking, thinking

Activity 3

Possible answers: arguing, discussing, disagreeing, agreeing, writing, listening, studying, learning.

Activities 4, 5, and 6

Personal answers

UNIT 2

Activity 1

a) Children's; b) Sandra and Marina's; c) Luis's/Luis'

Activity 2

a; b; c

Activity 3

a) to end, b) feeling touching, loving

Activity 4

Personal anawers.

ASSESSMENT

Units 1-2

Contents

p Content + In . . .

Objectives

■ Assess what students have learned in units 1-2

Materials

- n Test available at lonica
- w Extra activies io, tomali
- m Readers coptional

Class Plan

in Advance

- A few weeks before the due date, take the test in one sitting and write down the time you spent. Multiply it by around 5 to 8 times and this is the time students will need to complete their tests
- Make sure students can do the activities independently as they must remain in silence in order to not disturb other students who are still answering the test.
- Make changes in the test to guarantee that it fits the time slot you have and it reflects what happened in the classroom
- Check if you will need sound equipment and make the necessary arrangements.
- Prepare extra activity worksheets and get some readers from the library to give to students who finish the test before others if there is not a waiting room or supervised area they can go to.

Beginning

Arrange students' desks in a way that they are not too close to see each other's answers.

Developing

Tests are typical examples of summative assessments. They are formal, usually administered at the end of a course or unit, only in few times in a year because they aim to measure students' learning over a period of time. However, they are only one among many other forms of assessments you may use to collect data about students' academic knowledge and English proficiency.

level in addition to summative assessments, you may use formative ones. These are informal and ongoing evaluation tasks and activities to monitor progress toward a specific objective. Whether using summative formative, or both types of assessments, use the results to know more about your students' strengths and weaknesses so you can adapt lesson plans, personance instruction, and choose learning materials to better meet their needs.

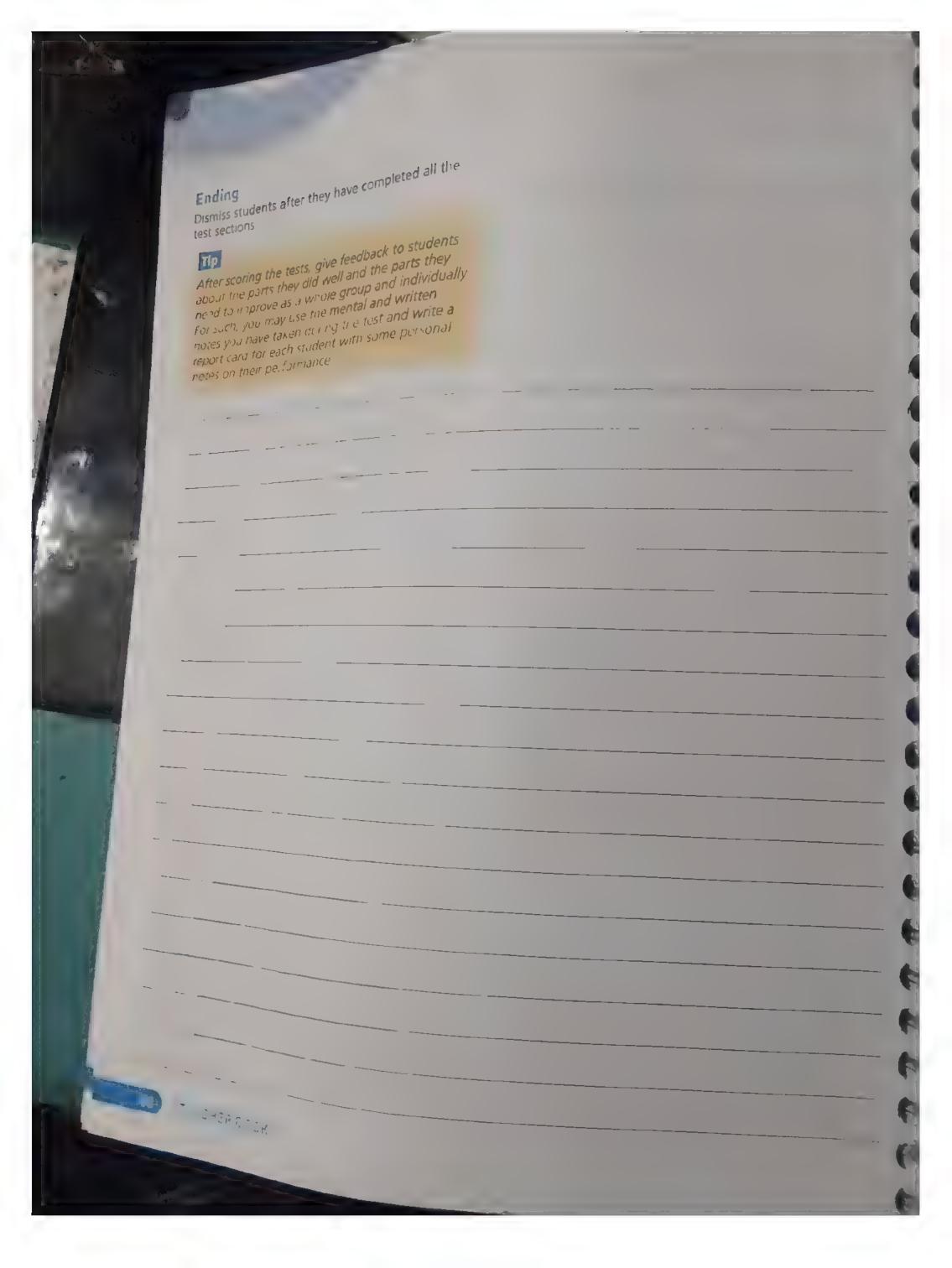
Go Further

- For formative assessment ideas, visit https://ftd li/ut8gpg and https://ftd li/nbbfso
- Price Read about the difference of summative and formative assessments at https://ftd.li/pogkj6 and https://ftd.li/rvaei5.

Classroom Management

- Answer questions students may have about the instructions.
- If students do not know the answer to a question, advise them not to leave it blank. Teach them some strategies, such as to eliminate answers they know are not correct; to pay attention if two alternatives are similar; to look for cues from other questions or from the picture they are looking at. Some suggestions: "Do you understand what you have to do here?", "Which alternatives you know are wrong, so you can eliminate?", "What is the most probable answer?", "[Look at the picture/Read the text] again with more attention. The answer is there."
- ask questions to know if they are correct. In this case, motivate and boost their self-confidence by saying they are capable of answering the questions on their self-care, if you tell them their answer is right or wrong, students will repeatedly ask for more.
- During the tests, be alert and monitor students ever walking around the classroom to make sure students do not cheat or distract other students.
- there is not waiting room or supervised area there is not them to remain silent while a latticler of a worksheet they can draw, color, or answer without your assistance.

C. Phase .



MUSIC

Songs with a Story

Contents

» Songs with a story

Develop listening skills for general comprehension

- » Write the final verse of a song

Materials

- » A song whose lyrics contains a storyline (suggestions: "Lava," by Disney Music, "Memory," by Cats
- » Lyrics of the chosen song (to be projected or a copy per pair or trio of students)
- » Dictionaries (printed or online)
- > Protector

Class Plan

Beginning

Ask students if they like songs that tell us a story. Encourage them to justify their answers. Ask them for some examples of these songs and list them on the board

Developing

Explain to students they are going to listen to a song that tells a story. Play the song once and ask them to pay attention to the lyrics. Have them discuss what they got from the song in pairs. They can take some notes if they want. Play it again and have students talk about their impressions of the song and the story with another classmate.

Project the lyrics or hand out copies to pairs or trios of students. Play the song once more and have them

Open a whole class discussion on the story in the song and answer any language questions. Ask students if they like the song and encourage them to participate.

Focus on the part of the lyrics that shows the "ending" of the story. For example, for the songs suggested, it would be these verses.

"Lava," by Disney

That you'll grow old with me, and I'll grow old with you We thank the Earth, sea, and the sky we thank too

> Disney Music, "Lava", accessed April 29, 2020, https://www.allthelyrics.com/lyrics/disney_pocar-lava

"Memory," by Cats

Touch me, it's so easy to leave me

All alone with the memory

Of my days in the sun

If you touch me you'll understand what happiness is Look, a new day has begun

Webber, Andrew Lloyd, "Mernory," Cats Musical, accessed April 29, 2020, https://www.allmusicals.com/lyrics/cats/memory.htm.

In pairs, ask students to write a different ending to the story in the song. But they should try to keep the same structure and rhymes. Allow them some time to write their endings. Walk around the classroom, monitor, and help them as needed. Allow students to use dictionaries and access the internet to get ideas, if possible.

Ending

Have the pairs share their productions with the whole group. Ask them which ending is most interesting, funniest, saddest, etc. Have them compare with the verses from the original song and choose the best ending. Students can sing their verses if they feel comfortable about doing so.

EXAM PRACTICE

Unit 1

Contents

» Content from unit 1

Objectives

- Assess what students have learned in unit 1
- ▶ Get students familiar with international exam formats

Materials

- » Copies of the exam available at lônica
- Audio track available at lônica

Class Plan

In Advance

A few days before:

- o duwn load the exam from lonica and have copies made,
- > read the Exam Guidelines available at lonica in order to familiar ze yourself with the exam characteristics and be able to answer students' questions

In the previous class:

- explain to students that, on the day of the exam, they will take a mock test that simulates an international exam. Talk about the importance these exams can have in their lives, for example, opening doors for them to study or work abroad as international language certificates are usually recognized by many international institutions;
- odiscuss test-taking strategies they can use during exams, like time management. Leaving difficult questions to the end is one example.

Beginning

Arrive before students and check if you have all the necessary materials to start the exam. Check if desk arrangements are adequate: they must discourage

students' interaction as well as leave enough space for you to move around to help, if necessary. Remove any poster or other display that can offer answers to the exam questions.

Explain to students the test is divided into three parts Reading and Writing, Listening, and Speaking. Hand the test out. Tell them to only open the question papers when you tell them to do so.

Developing

Tell students they will start the test. Ask them to, first, write their names and date on the front page of the test.

Reading and Writing

For this section, instruct students that if they need to talk to you, they should raise their hands and wait for you to approach them.

Listening

Before starting this section of the test, advise students that they will hear each part of the exam twice.

Speaking

Help students to feel comfortable during the whole conversation. Candidates to the exam can take the test with another student (or occasionally in a trio). They must have conversations with the examiner (called the "interlocutor" in this part of the exam) and with the other candidate(s).

You may ask help from another teacher for the Speaking section or even leave this section for a second class, if needed.

Ending

Let students know the end is coming by saying something like "You have 5 more minutes until the end of the exam." When you say "Time is over now," ask them to stop where they are and hand over their tests immediately. Collect everything and make sure students have written their name on the question papers

EXAM PRACTICE

Unit 2

Contents

► Content from whit =

Objectives

n Ger students familiar with international exam formats

Materials

- a colocion policio di l'in d
- m A dio track at the eat the t

Class Plan

in Advance

A few days before:

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In the previous class:

.... the sacrettration the day of the exam, · A 134- 3 molit test that simulates an - - - - - com Talk about the importance the season of hear in their mes, for example, them to study or work abroad . --- strong anguage comit cates are usually Noncesto, mary regreational institutions are the contracted at they can use during

e . T leaving difficult 3 *** ... razry preeiampe

E: 4. 7 '9

A findered and orders and check a you have all the raise and more than the exam theck if desk am _____ a agequate the, must discourage

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Listening

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Speaking

Help students to feel comfortable during the whole conversation. Candidates to the exam can take the test with another student (or occasionally in a trio). They must have conversations with the examiner (called the "interlocutor" in this part of the exam) and with the other candidate(s).

You may ask help from another teacher for the Speaking section or even leave this section for a second class, if needed.

Ending

Let students know the end is coming by saying something like "You have 5 more minutes until the end of the exam." When you say "Time is over now," ask them to stop where they are and hand over their tests immediately Collect everything and make sure students have written their name on the question papers.



Unusual Things

Contents

Models verbs (may, must, might, should)

Objectives

- Consulidate the use of modal verbs to give suggestions, make deductions, and talk about probability
- Share personal information and experiences

Materials

- MA4 sheets of paper (optional, one per student)
- A stopwatch

Class Plan

Beginning

Review modal verbs with students. Remind them that modal verbs are auxiliary verbs that add meaning to the main verb. Draw a table on the board with these column headings: "Give suggestions," "Make deductions," and "Probability." Ask students for examples of use and take notes on the board. Encourage students' participation. Provide them with some situations (e.g., "I'm not feeling well," "I think I'll go to the beach this weekend, but I'm not sure") if necessary

Explain to students that they are going to play a game about modals

Developing

Ask students to think of not so usal things they have already done (e.g., climb a mountain), unusual things they would like to try (e.g., jump out of a plane), and unusual things they would never do (e.g., eat escargot). Encourage them to think of unusual,

incredible, and uncommon activities (otherwise, the game gets too obvious)

Hand out a sheet of paper to each student or ask them to write in their notebooks. Ask them to come up with a list of two unusual things they have done, two things they have never tried before but would like to do, and two things they would never do. Explain that they need to write these activities in random order. Their classmates will need to find out which is which.



Give students some personal examples. Write three things on the board (e.g., go to a desert island, shark cage diving, South Africa). Ask them to try to guess which of these things you have done, would like to try, and would never do. After they give some ideas, you can say, for example, "I have been to South Africa, I would love to spend my vacations on a desert island, but I would never try shark cage diving."

When students are done, get them to work in pairs and exchange lists. Use a stopwatch to time the game. Each pair has no more than 3 minutes to read each other's lists and try to guess what things their classmate has already done, the activities they would like to do, and the things they would never do. Encourage them to say their guesses using the right modal verbs; they can also give suggestions. After they guess, their classmate says if they are right or not. Then they switch roles.

The student scores one point for every guess they get right. The student who guesses most activities correctly wins the round. Continue the game by organizing students in different pairs.

Ending

Encourage students to share some information they have learned about their classmates with the whole group and to use the modal verbs as appropriate.

Lesson 1 | Part 1

Contents

- » Lifetime kindergarten
- > Essay
- * Biography
- D Creative thinking

Objectives

- Discuss the importance of kindergarten learning
- Read an essay about kindergarten learning experiences for gist and main ideas

Materials

Student Handbook, pages 34-35, 166

Class Plan

Beginning

Play Hangman with the phrase always a learner When students guess the phrase, ask them to look at the images on pages 32 and 33, describe them, and guess what they will be talking about in this unit in small groups. After a few minutes, ask some volunteers to share their opinions

Developing

Activity 1

Invite students to talk about the different levels of schooling they have attended and what they remember about them. Next, ask them to get the stickers from the end of the book and put them in the appropriate order.



rea can tell students that children go to elementary the armonic which they are 6 years old and after 5 years they move on to a condary school, which consists of two programs uniddie school and high's hool. The article condenstanding the American Education system has detailed inheritation on the school levels in the cool https://ttd/litheqjy9

Activity 3

Address students to the TiP box. Ask them to read the definition of word cloud and, if necessary, show them models of word clouds. Next, form two or three groups and ask students to compare their words from activity 2. Then ask the groups to represent them graphically as a word cloud. If you find it appropriate, have students use an online tool, such as Word It Out: https://ftd.li/i2jcsj. Instruct them to type the words as many times as they have written them. If you prefer to do this as a whole class activity, you can use interactive presentation software, such as Mentimeter: https://ftd.li/inxr8.

Activity 5

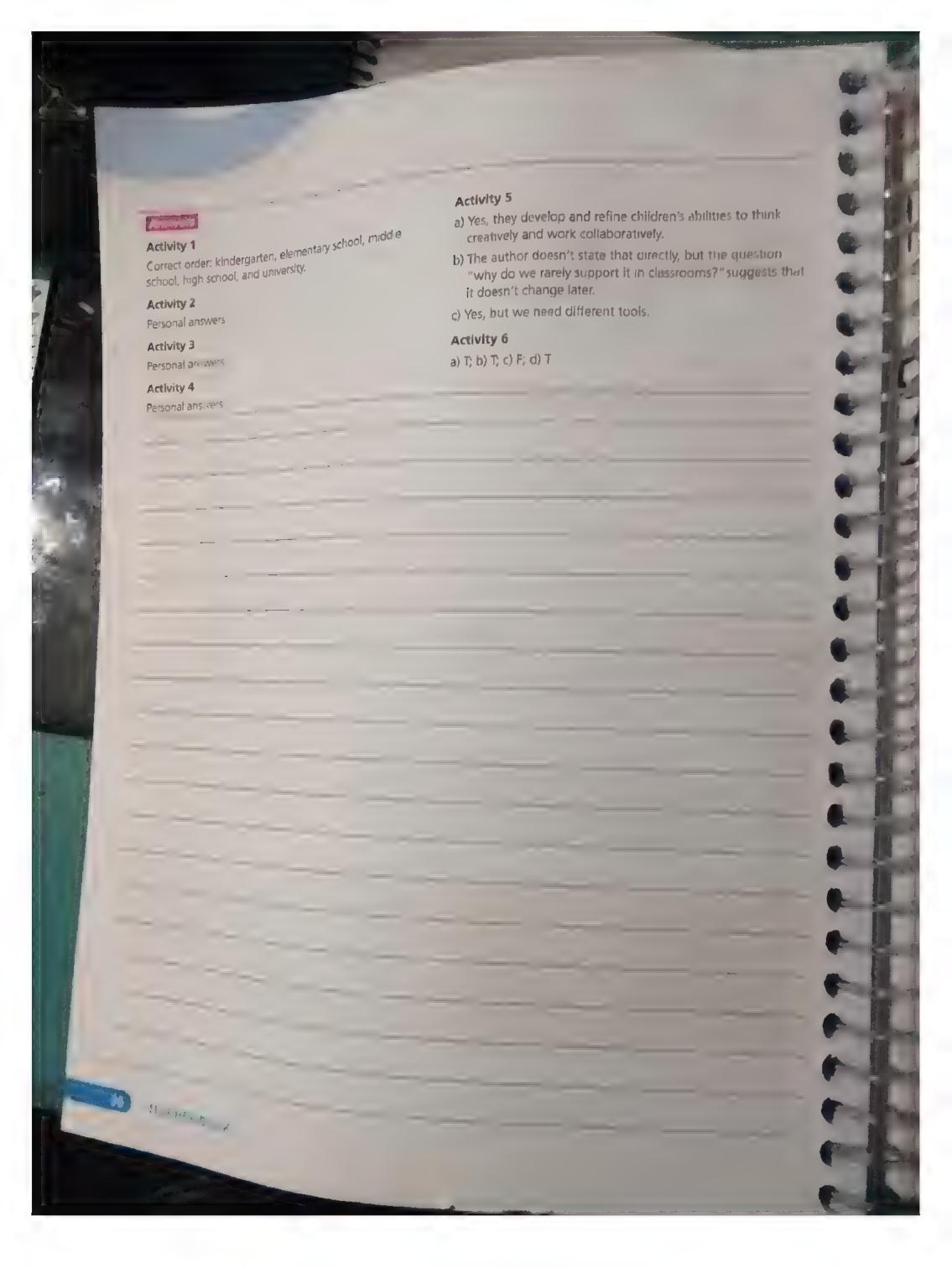
Explain to students they are going to read an essay about the questions discussed in the previous activity and elicit some characteristics of essays. It is a more academic genre; it begins with a thesis statement which is developed throughout the text; the conclusion restates the thesis statement using different words; it is an argumentative and persuasive type of text; the author uses arguments and facts to support an opinion; the language used is more formal; verbs are mostly in the present tense

Activity 6

After checking students' answers, ask them if they agree that playing is a good way to learn. Next, invite students to read the information in the yellow box.

Ending

Invite students to close their eyes and go back to their kindergarten times. Tell them to remember the things they used to do at school that they do not do anymore. After a while lask them to write new or their own characterist is that charbed trops to time to nowadays as students. Then have them stand up share their lists with their classmates and identify of going to the restroom alone.



Lesson 1 | Part 2

Contents

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Objectives

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Materials

was to the contract of the con

Class Plan

11.

And students to choose a person from their family and the areas in this person has been doing lately.

The areas in this this person has been doing lately.

The areas in the areas in the areas their areas their areas are their areas areas are their areas areas are their areas areas are their areas areas are their are

W. T. TY 8

to find

Activity 9

Their other irregular past participles and write them on the board

Activity 10

After checking students' answers, allow them some time to look at the Grammar pages at the end of the book

Ending

Ask students to copy and complete the sentence "i've always been interested in . " on a piece of paper and make a paper ball with it. They can then throw it on the floor in the middle of the classroom, mix them, and pick one up. The aim is to guess who wrote the sentence they have in their hands

Activity 7

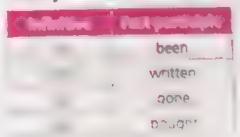
1 Sometime in the past

198

Activity 8

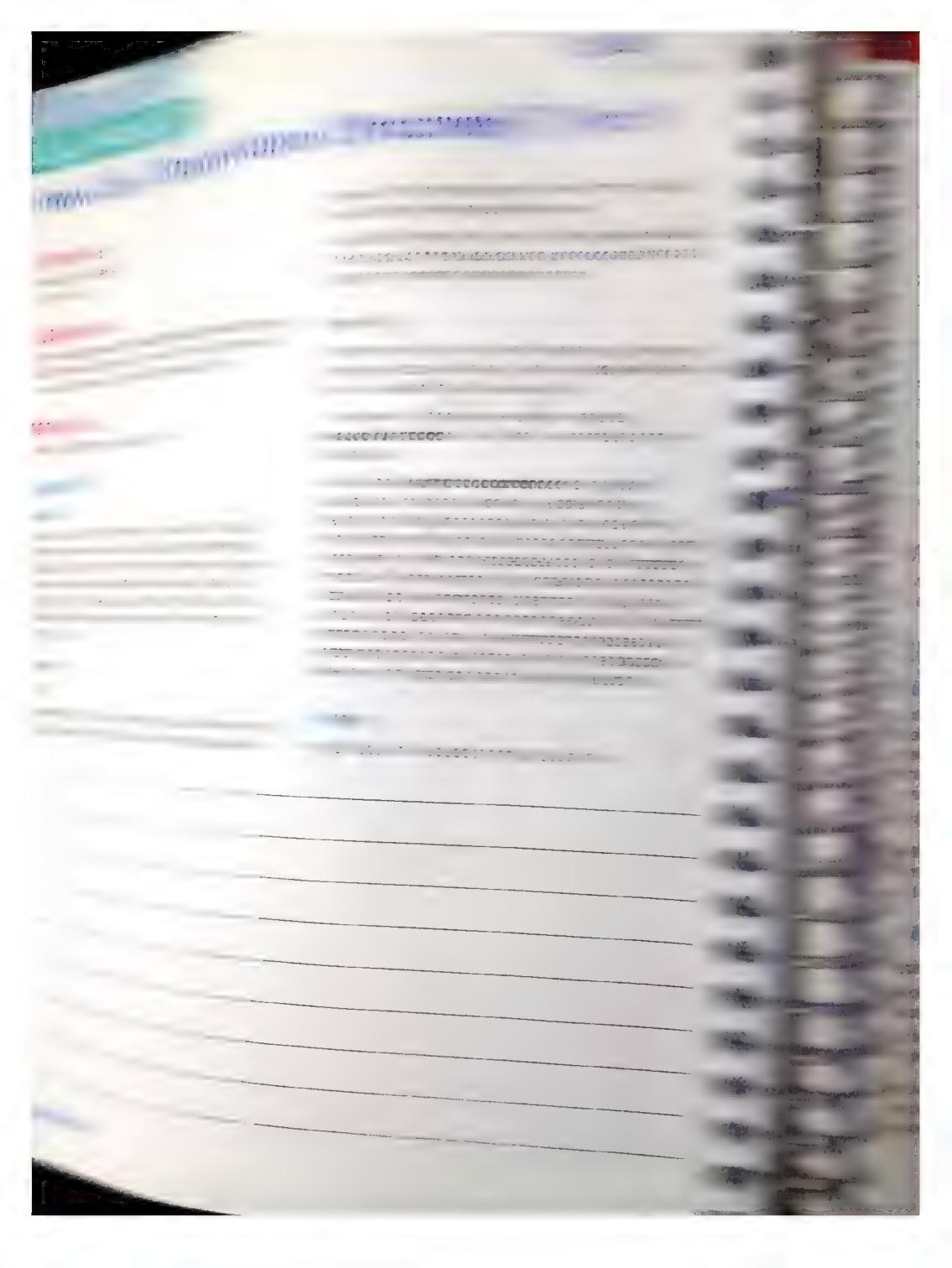
a) events in our life, b) not interested, c) connected

Activity 9



Activity 10

a) gone b) written, c) bought, d) treen





UNIT 3 • Kindergarten Memories

Contents

Objectives

- of the contract of the contrac
- to the first the first one of the second of the second
- P. The state of the control of the and refect to the state of the control of the
- with the state of the state of
- # Similar to the same a terment

Materials

Algorial

Class Plan

Beg nning

to play finish the Thought Write the coop and of some sentences on the board, like the one pook of ordering to their memories from kindergarten time of first grade. As students come into the classroom, at a them to tell you endings that are true for them.

My kindergarten was amazing. There we could ...

to the students' answers on the board splitting them to total comes. like activities, teachers, infrastructure etc. for after

Developing

Activity 1

Explore the photos of the kindergarten by asking questions such as

Looking at photo 1, what do you think about the builting? Does it look like a school or a kindergarten?

Ask students to read the instructions and do the activity in pairs. Allow them time to think about the questions is courage them to express their opinions. Monitor the

activity and help them when necessary. As they finish ask the pairs to share their answers.

Activity 2

are going to play the audio twice, a first time for them to check true or false and a second time to underline which they think is not accurate according to the audio and replace it by the correct information. Check the answers with the whole group and write them on the board

Audio Script . Track 3.1

Ok. This is a kindergarten we designed 2007, and we made this kindergarten to be circle. It's a kind of endless circulation on top of the roof. And if you are parents, you know that kids love to keep making circles. And this is how the rooftop is looking like. And why are we designing this? The principal of this kindergarten said "No, I don't want a handrail." I said "It's impossible." But he insisted: "How about having a net sticking out from the edge of the roof? So that it can catch the children falling off?" I said "It's impossible." And of course, government official said "Of course you have to have handrail." But we could keep that idea around the trees. There are three trees popping through. And we are allowed to call this rope as a handrail. But of course, rope has nothing to do with them. They fall into the net. And you get more, and more, more. Sometimes 40 children are on the tree. The boy on the branch, he loves the tree so he is eating the tree.

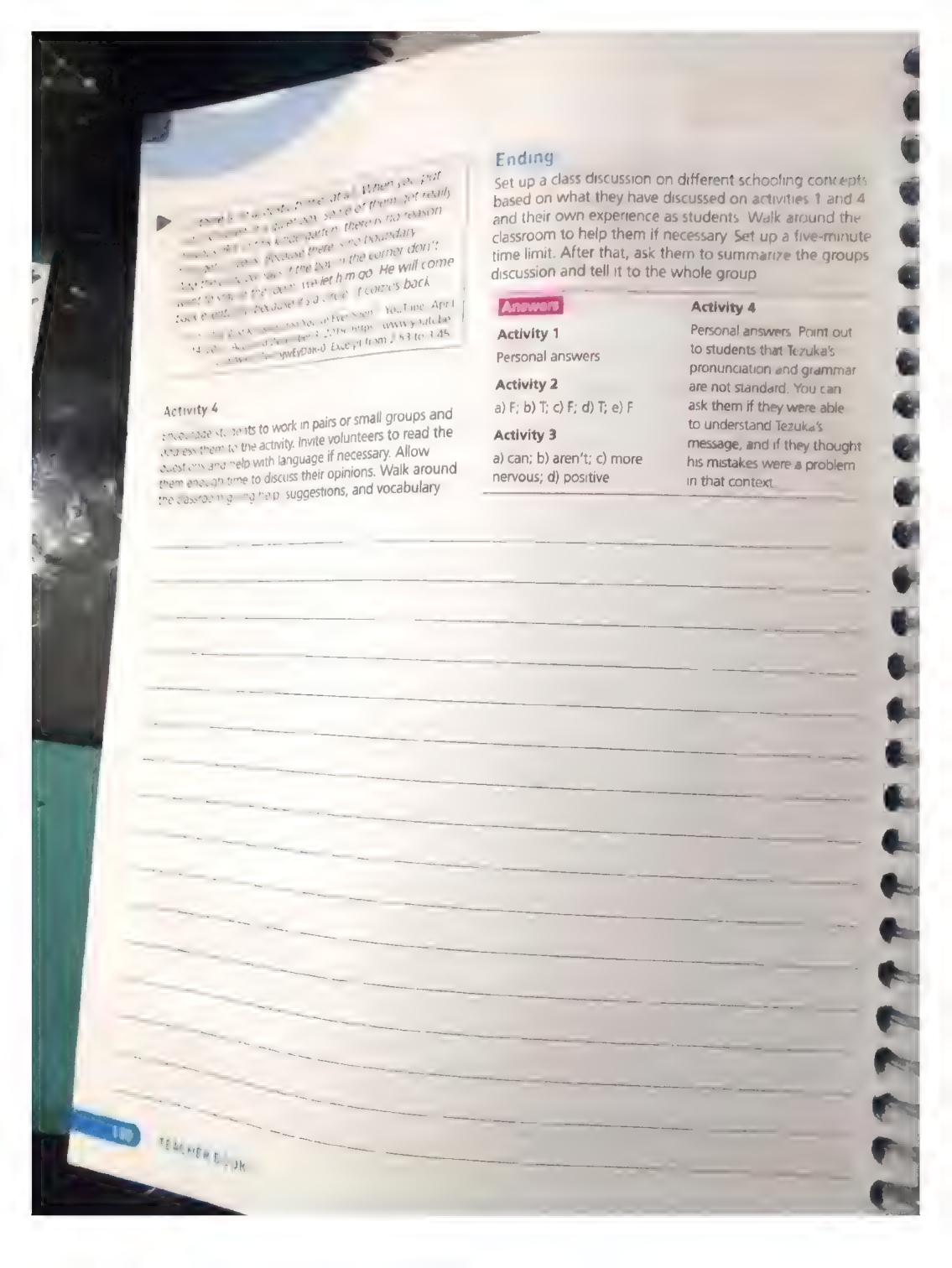
TED. "The Best Kindergarten You've Ever Seen." YouTube April 14, 2015. Accessed December 3, 2019. https://www.youtubecom/watch?v=J5jwEyDaR-0. Excerpt from 0:16 to 1:49.

Activity 3

Address students to the activity. Ask a volunteer to read the instruction and the sentences. Explain to them you are going to play the audio twice: a first time for them to do the activity and a second time to double-check their answers. Check the answers with the whole group and write them on the board.

Audio Script • Track 3.2

This kindergarten is completely open, most of the year. And there is no boundary between inside and outside. So, it means basically this architecture is a roof. And also there is no boundary between classrooms



Lesson 2 | Part 1 Contents Survey Have you ever ...? Objectives Listen for main ideas in a survey Understand the use of Have you ever...? Materials

- » Understand the use of Have you ever...? questions

- » Student Handbook, pages 36-37
- * Audio track
- A soft ball or an empty pencil case
- n A song
- A pen and a pencil

Class Plan

Beginning

Explain to students they are going to play Hot Potato and ask them to form two or three big groups. Give each group a soft ball or, alternatively, an empty pencil case. Tell them that you will play a song of their choice and they should gently pass the ball/pencil case to the classmate on their left. Explain that you will pause the song every now and then Whenever you pause it, the student holding the ball/ penal case should say something that they loved learning or would like to learn at some point in their life

Developing

Activity 1

With books closed, ask students to get a pen and a pencil. Explain that you are going to say five sentences and they have to copy them, like a dictation. If they agree with what you say, they should use the pen. If they disagree, they should copy the sentence using the pencil. After students have copied the sentences, ask them if they have any questions related to spelling and to rewrite the sentences in pencil expressing their own opinion. Students can then compare their answers



A meaningful dictation like the one proposed in activity 1 amoves students to focus on what you are saying at the same time as considering how to spell some words. To ercharge them to pay attention to what you are saying, to them that you will read each sentence twice " or tot time, they should listen to the whole sentence

before attempting to write it down Allera House, were time to write the sentence and read it again for them to complete or confirm what they I averalready written

Activity 2

Audio Script • Track 12

Lindsay: Hi, Ceri, can I ask you some questions?

Cerl: Sure, I'm free at the moment. Lindsay: Do you enjoy school?

Cerl: Well, to be honest ... not really. I feel guilty because my mom is a teacher, but I think it's bonng

Lindsay: Do you like learning new things?

Ceri: Oh yes, I do, just not at schooli I watch videos

online and they teach me how to draw. Lindsay: What's your favorite subject?

Ceri: Ummm, probably Art because I love creativity. Some of my friends hate it which is really strange to me.

Lindsay: Have you ever thought about going to university?

Cerl: Yeah, but I don't know if I want to. My parents

are desperate for me to go though! **Lindsay**: Have you ever dreamed about what you

will do for a career when you are older?

Ceri: I want to be an illustrator or graphic designer.

Lindsay: Thanks for your time. Ceri: You're welcome!

Lindsay: Hi, Shaun, can I ask you some questions?

Shaun: Sure, okay.

Lindsay: Do you enjoy school?

Shaun: I love it! I know that's not a cool thing to say, but I don't care. I'm puzzled why anyone doesn't enjoy it.

Lindsay: Do you like learning new things?

Shaun: Yes, it's a passion of mine. There's nothing like learning a new skill or piece of knowledge.

Lindsay: What's your favorite subject?

Shaun: It used to be maths, but nowadays I'm really interested in science. Just don't tell my maths teacher - awkward!

Lindsay: Have you ever thought about going to university?

Shaun: Yes, definitely. I'm going to study engineering. Lindsay: Have you ever dreamed about what you

will do for a career when you are older?

Shaun: I think I'll be an engineer or an architect Lindsay: Thanks for your time.

Shaun: My pleasure!

Lindsay H 1966 CONTINUES OF THE PARTY OF THE Lindsay Concuerd will we Nikki. Umana na 11 car. I sucan Lindsay Do to. The or and rost to get Nikki taan i mera is kaci in sheepen bat i mi not as a real to to to to the man of the Lindsay were the to subject Mikki sute lety in the teacher is reall the Lindsay make the ever throught about doing to Nikki es suppose sop put have a lot of time Lindsay -one rougher greamed about what you a loo tora career they lou arold deri Nikki im not sure let lach tiwant to decide too ean, and get stuck doing something don't like Lindsay Thanks for rountime Nikki No werres

Some the call pronunciation features of Australian and share it is common to drop the final sounds in mores such as the tiln what or the glin learning; words ending with the letter r, like ever or career, sound more like ah (levah) and Icareeahl); and words speiled with a double o, such as school and pool, sound more like ew (/schew/ and /pew/).

Activity 3

binte students to look at the images and say how they relate to the audio they have just listened to (Lindsay was doing a sune. Next, a low them some time to put

Activity 5

After checking students answers, address them to the Door Tak to students about different ways of showing someone that the are paying attention to them, such as our body anguage and short interactive phrases.

Activity 6

Ask students now good their memory is and elicit the cuestions nitre survey if they cannot remember, say cey words from each one: school, new things, subject, Activity 8

Can conform of an to the use of been as the past care coe form of go in sentences like "Have you ever



coining aregular verte, is important and more are some patterns that help students, methods. regular verbs. If you find this relevant for the group, invite them to veit the following website. https://ftd/li/2so55k

Ending

Play Have You Ever 7 game. Elicit and write on the board ten verbs to be used during this activity. Have students sit down in a circle and ask for a volunteer to start the game by picking a verb from the board and using it to ask a "have you ever" question to the group, such as "Have you even seen a whale?" or "Have you ever had tomato soup?" Instruct all students who have done what is being asked to stand up, otherwise they remain seated. Play a few rounds each with a different student asking the question.

Some verbs you can use: done (do); seen (see); had (have), made (make); wanted (want); tried (try); felt (feel); played (play); eaten (eat), gone (go).

Answers

Activity 1

Personal answers.

Activity 2

- a) enjoy; Yes; Yes
- b) like; Yes; Yes; Don't mind.
- c) is; Art; Science
- d) thought; Yes; Yes; Yes
- e) dreamed; An illustrator or graphic designer.; Don't want to decide too early.

Activity 3

a) 2; b) 5; c) 4; d) 1; e) 3

Activity 4

Possible answer: Polite and respectful.

Activity 5

She makes sounds to show that she is listening.

Activity 6

Present simple and present perfect.

Activity 7

have you ever; past participle

Activity 8

a) been; b) felt; c) seen; d) wanted

Lesson 2 | Part 2

Contents

- to Estate and of the said the
- 10 1 1. C. Cy

Objectives

- will desistand and practice using funcomfortable.
- » Participate in a survey about learning
- » Create a survey and take notes on answers

Materials

Student Handbook, page 37

Class Plan

Beginning

Explain to students they are going to play Name Seven game. Divide students into two groups and have them write seven things they have learned this semester at school on the board, starting with English classes. The group that finishes first gets a point. Play three more rounds with different school subjects.

Developing

Activity 9

It might be interesting to provide students with the following sentences from the audio: "I feel guilty

concern gits and the same of the adjustment of the adjustment of the graph of the adjustment of the ad

Activity 12

Remand students, that they are extended to be respectful and show the estimate that the material around the description and it never say, encourage them to electrate on their answers. Also, remaining the fact that they should have notes of the answers they are given in the them to share some of the information they gathered in their survey in small groups using a support

Ending

Invite students to talk about the similarities and differences in the surveys

Annuurs

Activity 9

a) guilty, b) puzzled, c) desperate

Activity 10

Personal answers

Activity 11

Personal answers

Activity 12

Personal answers

How Can I Study More Effectively? | Part 2

1 2 1 1 le .

31 102 1 . . .

Materials

Class Plan

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- 1 1 12 m met com s in the in know, at the beginning of the activities and .. I I'M CREEK LEST BY TELLET F. 92 " DOCK . 1 SO

Activity 4

When the research on executive functions has had completed, ask students to list positive and negative study habits and attitudes they already have

Ending

Ask students to analyze how this subject will help them think about strategies to study better. Then, based or their research, encourage them to look at their chart and consider which habits and attitudes they should keep and which ones need improvement

Remind students that they should start deciding what they will share with the whole group in their presentation

UNIT 3 • The Myth of Learning Styles

Contents

- mutationing styles
- * ATKE

Objectives

- * Review and expand the language content from unit 3
- * Talk about learning and learning styles
- in Express opinions, agree, and disagree

Materials

- Student Handbool pages 261-262
- * A timer (optional)

Class Plan

Beginning

** It students how they learn a topic or subject best.

Provide them with some examples and elicit some ideas.

You can ask if they prefer to watch a video on the topic, listen to someone or a podcast talking about it, do some research or project, etc. Write some of their ideas on the board. Write "learning styles" on the board and ask them what they know about it.

Developing

Activity 1 - Preparation

Ask students to read the question and take some notes to answer it. They should take into consideration what you discussed at the beginning of the class.

Activity 2 - Preparation

Ask students to read the rubnes and the excerpt of the article. Have them reflect on the question for a few minutes. Ask some students to share their ideas with the group.

Activity 3 - Interaction

Organize students into pairs and have them discuss the questions in activities 1 and 2. While they talk,

walk around the classroom, and support their interaction, as needed

Activity 4 - Interaction

Ask students to read the excerpt individually Ask them to work in pairs. The first student should talk about the suggested topics for 1 minute giving their opinion. You can set up a timer for that Their classmate should listen attentively and ask them some questions when they finish. Then they change roles

Ending

Ask students how they feel about learning styles. Ask "Are there learning styles?", "Do they actually exist?", "Do you always learn the same way?" It is expected that students can reflect on what they have just read and based on their own experience and conclude that learning is a complex process and that we learn in different ways.

Tip

If time allows, show students the following video about learning styles.

Memorize Academy, "Learning Styles A Complete Myth": http://ftd.li/wj26bo

The following video can also be a good source on the topic

of Critical Self-reflection | Tesia Marshik | TEDxUWLaCrosse* http://ftd.li/nnbb.if

Answers

Activities 1 and 2 - Preparation

Personal answers

Activities 3 and 4 - Interaction

Personal answers.



Contents

Objectives

a shout the content of a talk

m use prevention, information

Materials

Class Plan

Beginning

Assist, and to those of the ast time tie, felt alto rise prelations a number some time to take notes and then ask them to form ima goubs Students should rake turns giving details about the situation and say no how they deat with that feeing

Deve oping

Activity 2

Eact a that usually provides fear in people and write the suggestions on the board. Next, ask students to compare their suggestions with the fears mentioned in this activity and to plut these in order according to how common they are

Activity 3

A low students some time to compare and discuss

En ours je students to come up with different hypotheses to answer the questions proposed

O (com

Talk to students about the importance of being aware of the fears and ask them to read and discuss the questions in the article "20 Questions to Ask to 154.1 Venen You Feel Fear," at http://ftd.li/hajg5/1

Activity 6

Audio Script . Track 13

, you so the first piece of advice so that you dur

per. ed You do not want to be preparing the night : . . : - cause guess what you'l probable temper ייינטלטרים שליי בעורפק ג פי עסי צפורע בר are neven watching this if you are genius, but if you're like anybody else and if you he like me for Engine control with war. The transfer of " " " to the state of the transfer of the state of the st to do well in your presentation, prepare the night before - guaranteed you il torget evenithing

Only the second to high have the time to the one forget in the middle of your presentation? Do not tell them you target do not let up that following his train arithing because authorities in this tot on att control of that time you remoting of current at used so don't retion that you ford or an in it, and a יים בין כי בירעל "ני שי ייני אני ואפרונים און ואפרונים וויים part" because people are going to know you errier foral; to low sometion messes us a line . I must insportant in antity know what he do woulder are going to see that and do '--- The imposition to the Another the season of the state of the Michael Ola, and than this sak to the Talling The remembering that arises the Dies more always use cos mires some ere months and a reall, great trick for those times interior, it is now to go "I have no idea what to sex " So il mativoli it il let's say for example you have significant to the time you're gaing to have some and and and are do not write even thing onto local loss cell the the is the absolute worst through and or the service because leur audience can read a los testes transcan taik, so they will have received to receive it of have finished talking and their the Roman But west you do instead is you verile a him; or a fem los topic, or something that is track the memory is that you can kind of keep acros

> Kwan, Carl. "How to Give a Good Presentation in Class." - 3 Big Questions Answered * Vacations Answered * Vacations water sampained a site and a site of the same of the s

Activity 8

when the common maket may be used in these sledges of a presentation. Need, invite students to back at the expressions given to the context or lumin.

Ending

Tell students they will play a Guersing game. Each student has to choose a fear they have and try to make

their pair guess which feet it is by saying wore.

Examples:

Interchalm / half / top of a building - fear of heights.

A special section

Activity 1

Persona answers

Activity 2

Personal answers

Activity 3

free man of the sound to and the and

Activity a

Personal answers.

Activity 5

Personal answers

Activity 6

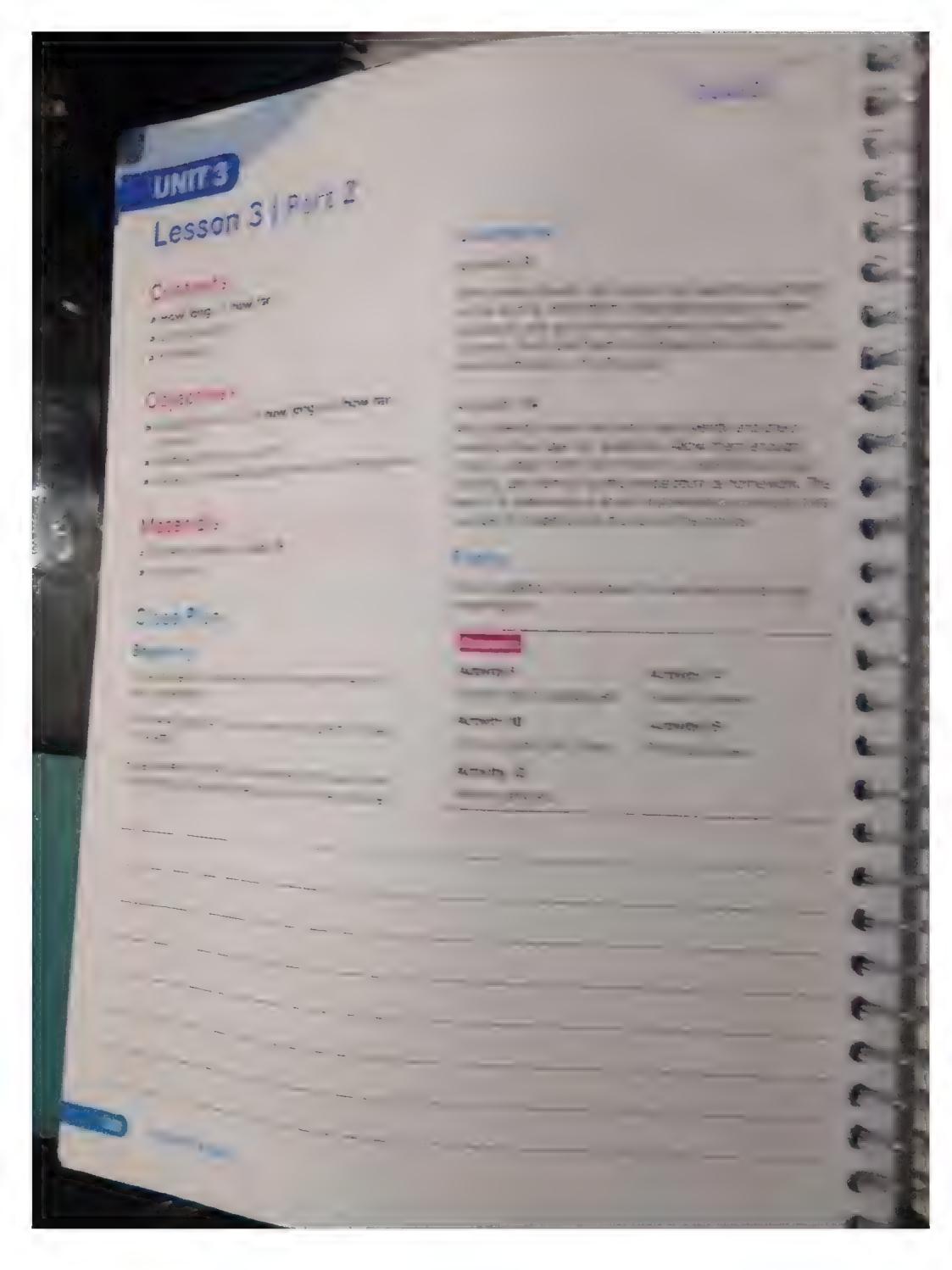
Carl is helping with problems related to presentations and what to do if you lorger what to say He thinks it's a bad idea to skip parts of the presentation.

Activity 7

a; c; d

Activity 8

gresentation	presentation	presentation.
Hello everyone.; Thank you for coming.; Let me start by saying	Let's move onto; Firstly, secondly, thirdly; Our research shows	In conclusion; Thank you for your attention



How Can I Study More Effectively? | Part 3

Contents

- » Learning strategies
- Study skills

Objectives

» Design presentation slides

Materials

- » Student Handbook, pages 100-101
- » Computer lab or devices with internet access

Class Plan

Beginning

Activity 5

Remind students of the work done in unit 1 about academic presentations and elicit some useful phrases for the following parts:

Introduction: "Hello, everyone;" "Thank you for coming;" "Let me start by saying ..."

- Development: "Let's move onto ...;" "Firstly, secondly, thirdly ...;" "Our research shows ..."
- Conclusion: "In conclusion ...;" "Thank you for your attention."

Tell the group they should define who is going to present what and that the speaking time should be divided equally between group members.

Developing

Activity 6

Ask students to design their presentation slides. They can use Google Slides, Canva, Sway, Prezi, or any other tools they prefer. It would be better for them to use a collaborative tool that can be shared among themselves and you. Remind them that the slides should engage the audience, help them deliver their ideas, and be visually appealing.

Ending

Activity 7

Schedule the presentations and establish a deadline for the submission of the slides.

UNIT 3 • Present Perfect and How Long

Contents were repeated and how long

कर हर देश वर्षा विस्तामस वास विस्तामित है mer to entit the mulest

Materials

m Stor of the All of the Store of the

Class Plan

Ber 1 4

.. " MENT, HONTING DIVE INTOCH IN YOUVER ment to a more than the second of them The standard of the property of the part by a king more The first to the fow the video dames have remaded. How you is not a stablikes have changed?" Finally and early the present perfect and ask " T'S . It I PERSON BE EN

DPP 1, 19

Artivity 1

Art. Grapeter · in a contract of the cody ar a - 1 's' 1; ' Di wasmarchare * * Jar ! (*adent - * Complete t .

A: + 142

and the second of the second o f. If, at a serie from the ten

Act rity 3

" " or if or .. West dry mplete the

116/30 1 11/1 10 3/1 12/13/1 1 1 1 1 1 1 1 1 1 1 1 a market three or your of the commence

Activity 5

Have students read the example at 12 briefly review tries to jeture with how long with them Explain that the tricture have/has + been + sento ding is the present ; errect progressive and we use it, arrang their thurse, .vr . Twe are asking about the dimation of an actions, in "I how long) It is not necessary to explain the present periodi progressive deepty at this manage Have students read the questions and arismer their individually then they can compare answers in a ... before the correction with the group

Activity 6

Allow some time for students to write they sentences using the pre-end permit Then have them share them sentences in Final 2010. Aak around the crassroom and man in the section invite some students to read some of the represented aloud Answer arry questions they might have

Ending

Organize students into pairs and ask them to write down samething they have to end as give I tang wife e.g., drink milk every night before bed, put on night shoe before left shoe, etc.)

Then have students ask each other more rung have been doing this?", "Where do you do this?", "Who is usually with you?", "What do you use?" Students continue asking que hers with they guess winst activity. is. Alternatively, you can set a time limit for the activity

ARBUNES

Activity 1

	Marillany	Main vente
1	Isave	1,000
you	have	been
Anna	has	seen
we	have	been

the consty of

specialists 4

· thud, d) grown

Actively 4

Fernand variety a gallery? - Personal answer.

There was read exerted a gallery? - Personal answer.

There was read instructed year humanited? - Personal answer.

There was read answer.

There was read answer.

Activity 5

- b) I have been waiting (for the principal) for therty minutes
- c) My brother/He has been teaching (German) since May
- d) The kids/They have been playing all morning

Activity 6

Personal answers

Lesson 4

Contents

>> cartoo 15

in Esidy

Objectives

- » Read and identify the common theme of two » Read and identify main arguments in an essay
- » Write an essay about learning

Materials

Student Handbook, pages 40-41

Class Plan

Beginning

Ask students to leave their material under the desk and change places each time they agree with a statement you say Anen they have changed places, invite cour teers to give their opinions about the statements. Read the following statements

- The are a ways earning new things in life.
- . We earn better when we have tun
- . We should have more physical education and art classes in Middle School
- side should have three different language classes in
- "Mos remagers our earning

Developing

Activity 1

. Pat students into the genrelessay by exploring the care. As and asking students to say what they think the المسقد داسدى

A continue to discuss the questions with inish, invite some volunteers to or a their answer: A teedback, you may say that the F CO make it casier for them to write an essay

Activity 3

Draw students' attention to the importance of not getting sidetracked when writing an essay and explain that identifying the key words in the essay questions is a useful strategy to keep to the point.

Activity 5

Explain to students the essay they are going to read is a response to the essay question in activity 3. Allow them time to read it and find the three arguments Angelique uses to persuade the reader of her opinion

Activity 6

Invite students to read the introduction again and identify the structure used. Address them to the information in the Tip box

Activity 8

Invite students to read the instructions and, if necessary, reinforce the fact that they are expected to use the information they collected in the survey carried out in lesson 2. Allow them some time to organize their reasons for agreeing and disagreeing with the essay question and then compare them in small groups.

Activity 9

instruct students to gather all the information they have in activities 5, 6 and 7, which may enable them to write an essay. Explain that Angelique's essay is a good model and that they can use some phrases. such as "firstly," "secondly," and "in conclusion" in their own essays. If you find it relevant for the group assign this as homework. When they finish their essays, invite them to swap texts with a classmate and give each other feedback on the content and organization of ideas.

Ending

Invite students to look at the opening pages of this unit and, in small groups, share what they liked best about this unit and other school experiences they wish bad been discussed in the classes.

AMENER

Activity 1

Possible answer Essay writing and how students don't like it

Activity 2

Personal answers

Activity 3

The underlined words are the key words. Angelique them because they are the most important things to remember when writing, so it helps her to focus

Activity 4

a) sports, dropoed, High School, concentrate, academic subjects b) technology, translate, learn, languages, future

) better, study, own country, abroad, agree, disagree

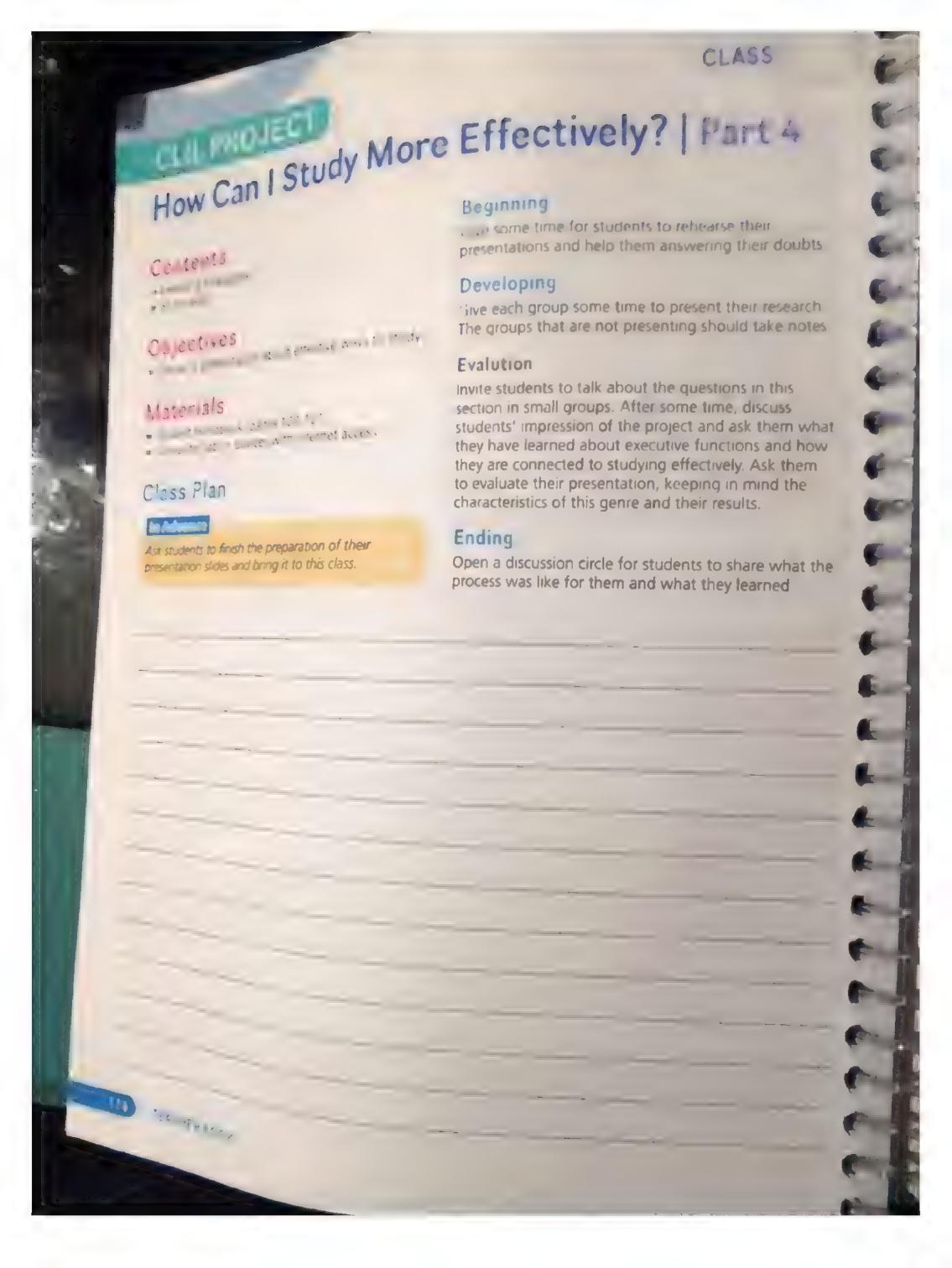
Activity 5

Fun is motivating (paragraph 2), the students want it (paragraph 3), and buring lessons aren't effective (paragraph 4)

Activity 6

Activity 7

a) Fibilities Fidit



UNIT 3 • Talking about School

Contents

5 Schools and education

Objectives

- n Review and expand the language content from unit 3
- Falking about schools and education
- » Give opinions

Materials

- № Student Handbook, pages 263-264
- » A4 sheets of paper (one per student)
- Markers and colored pencils (optional)
- » Different pictures (related and not related to education and school), glue, colored paper (optional)

Class Plan

Beginning

Write "school" on the board. Set up a time limit (e.g., 2 minutes) and ask students to come up with as many words related to it as possible. Write their ideas on the board.

Ask some volunteers to explain the terms they choose and to say what comes to their mind when they hear the word school.

Developing

Activity 1 - Preparation

Ask students to read the questions and answer any doubts they might have. Allow them some time to reflect on those questions and take some notes if they want to

Activity 2 - Interaction

Organize students into pairs and have them discuss the questions in activity 1. While they talk, walk around the classroom, monitor, and support them as needed

Activity 3 - Interaction

Ask students to look at the pictures and read the captions. Instruct them to pay attention to all the ligitate and talk about their similarities and differences. Help them with vocabulary if needed. Litabilities in the imagine how a typical day in those schools is what students learn, how are the materials, etc.

Activity 4 - Interaction

Ask students to read the quotes and give their opinion. Conduct a class discussion and encourage them to make connections with these quotes, the pictures of the schools, and their answers to activity 1. Monitor and help them as needed.

Tip

Make a connections between Mandela's quote to the period of his life - South African's system of aparthic, racial discrimination. Mandela believed that education was the key to eliminate gender inequality, reduce poverty, and create a sustainable planet. Ask students, if these quotes remain valid in our days.

Ending

Hand out a sheet of paper to each student. Ask them to depict what **education** is for them. They can write, draw, paint, and make collages (if the material is available) Invite some students to show their work and make some comments justifying their choices

Automitere

Activity 1 - Preparation

Personal answers

Activities 2 to 4 - Interaction

Personal answers

UNIT 3 · How to Preserve the Past, Present, and Future?

» Cultural heritage: material, immaterial, and natural

Objectives

- » Define cultural heritage and its categories » Analyze examples of the different categories of
- » Talk about the importance of the preservation of
- » Propose heritage education measures to be
- mplemented in their school

Materials

- Student Handbook, pages 184-187
- » V deo: "The Value of Heritage, " UNESCO, available at http://ftd.li/7r3wvq
- » Bilingual dictionaries (optional)

Class Plan

Beginning

Activity 1

Ask students to look at the spidergram. Allow them some time to think of a common topic these terms are related to. Help them with the meaning of unknown terms by, for example, eliciting it from a student who might know or giving them some example sentences. If they do not come up with the word heritage or cultural heritage, it is okay; there is no need to provide it at this point.

Developing

Activity 2

Explain to students that the terms in the spidergram in activity 1 are connected to the concept of cultural heritage. Ask them what they know about it and listen to some of their ideas. Tell them that they are going to watch a video that will help them understand this concept better. In this video, people are going to talk about some cultural heritage in their countries. Before playing the video, instruct students to pay attention in order to identify the different examples of cultural

heritage: the Grand Canyon (natural site in the USA), the Terracotta Warriors (China), a distinct form of singing called yodeling (Germany), a monument called Charminar (India), a kind of tattoo (Niger), a dance style called Malambo (Argentina), and the ruins of the ancient city of Baalbek (Lebanon). Play the video, elicit the answers, and write the examples on the board as students mention it. Organize them in pairs and allow them some time to try to formulate a definition of cultural heritage. Encourage them to refer to the examples in the video as well as to the spidergram. Ask some students to share their ideas.

Video script

Jackson, USA: It's a legend, you know. You see pictures of the Grand Canyon, You see ...

Zhang Ping, China: Terracotta ... It was built by the

first Chinese emperor, Qin Shi Huang.

Thomas, Germany: There's something they call Yodelling. I can't do that. It's just a funny voice. They do [noises]. I don't know. I cannot do that.

Preethi, India: There's something called the Charminar, in the old city of Hyderabad, and ...

Nasser, Niger: You have the sun here, which means "Light up the darkness" ... 'cause ... In my country, we have a lot of things about spirits.

Julia, Argentina: Malambo. Guys do one thing. And girls, we do another thing. We dance in couples. And girls, we use to do like this ... And we dance in a way and another.

Zhang Ping, China: I have been there. Oh, my God! Aphrodite, Lebanon: By that time, it was the empires, the invaders, who came and left and went. And Baalbek stayed.

Zhang Ping, China: The statue, just as the same as a human being ... The soldier, the horse, the chariot ... [...]

> UNESCO, "The Value of Heritage," Youtube. November 22, 2016. Accessed August 4, 2020. https://www.youtube.com/watch?v=K1_f-GqahHo Excerpt from 0:12 to 1:17

Activity 3

Explain to students that the text is a more comprehensive definition, which is different from what is found in a dictionary. Ask them to read it and underline parts that

the attribution with their definition they came up with it equally if the examples provided will also help grant the equit if students have difficulties understanding it help in find the word heritage in a pilingual distribution.



Show students the following definition and explain that this is a short and simplified definition. Have them compare to the definition provided in activity 3

heritage

features belonging to the culture of a particular society, such as traditions, languages, or buildings, that were created in the past and still have historical importance.

Cambridge Dictionary, s.v. "heritage", accessed April 28, 2020, https://dictionary.cambridge.org/dictionary/english/heritage.

Activity 4

Ask students to read the text again in order to identify the categories of cultural heritage. It is important that students understand that **intangible heritage**, like Azerbaijani carpets, does not mean that one specific piece of carpet is recognized as a work of art and is displayed in a museum. It means that the weaving tradition, the knowledge, and the ability to make that style of carpet is an intangible heritage.

Activity 5

Show students the pictures that represent examples of different kinds of heritage in Brazil. Ask them to complete the table with each category and elicit examples. Let them work individually and compare answers in pairs. Elicit and write the answers on the board. Talk to students about the heritage they know or have visited or which they would like to know more about or visit one day

Activity 6

Form a circle with the whole group and ask them why it is important to preserve our cultural heritage. Ask them about the importance of international institutions (e.g., UNESCO) and national ones (e.g., IPHAN – Instituto do Patrimônio Histórico e Artístico Nacional) in the preservation of our heritage. Allow volunteers to speak but also invite students that are less likely to talk.

Activity 7

Explain to students that heritage education is a way to leducate a population about the importance of heritage preservation. Starting educating a population with its youth is one of the important roles of school. Form groups of three or four students and let them think of activities, lectures, exhibitions, and so on that would help

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Entry Activity

form small groups and have students riverage one example of cultural heritage in Brazil or abroad, do some research about it, and their share it viits the vituals

- UNESCO, "Elements on the Lists of Interrigible Calegral
 Heritage Brazil", http://ftd.li/ogzada.
- UNESCO, "Browse the Lists of Intarcuble Caltural Heritage and the Register of Good Safeguarding Practices" http://ftd.li/3fighicz,
- · UNESCO, "World Hentage List" http://fito.lulgo7/resil,
- UNESCO, "Intangible Heritage 2016"- http:///id

Ending

Have students share their ideas with the whole group Collectively, create a document where all these ideas will be recorded and improved. Encourage students to get organized to present their ideas to the school. Ask them to think about which teachers may help them put such ideas into practice.

Answers

Activity 1

(Culture) Heritage

Activities 2 and 3

Personal answers.

Activity 4

The three categories are material and immaterial (or tangible and intangible), and natural heritage

Activity 5

Tangible heritage	intensible lioritage	
d, g	a, b, e, f	c, h

Activity 6

Suggested answer: It is important because it helps us preserve the identify of a group of people. It provides a sense of union and belonging to a group.

Activity 7

Personal answers.

UNIT 3 • Pinball Machine

Centents

- o Pinhal machine
- w Bas c physics
- » coraborative design

Objectives

- n solve problems by tinkering with simple materials
- » Build a working pinball machine w Use the present perfect to describe experiences

Materials

- » Marbles (one or two per group)
- > Corkboards (best for quick iteration) or cardboard boxes to serve as the base for a pinball machine (something wide and flat, like a pizza box, is OK; one per group of four or five students - groups can use different bases)
- » Rubber bands
- Clothespins
- » Thumbtacks (if using a corkboard)
- » Hot glue and/or masking tape (if using cardboard)
- » Various paper recyclable materials, especially tubes
- » Sheets of paper
- » Pencils
- » Colored markers
- » Pictures of traditional arcade pinball machines and (printed or to be projected)
- » Pictures of DIY simple pinball machines (an online search for "DIY pinball machine stem" should return some doable options - use simpler ones for reference; optional)
- Computer lab or devices with internet access (optional)
- ➤ A small ball for pinball

Class Plan

Beginning

Show students some pictures of traditional arcade pinball machines and ask them "Have you ever played pinball?" Encourage students to share their experiences with the game and to explain a little bit of how it works. Teach key words like force, gravity, push / pull, motion, potential energy (stored energy), kinetic energy (energy in motion), lever, slope. Ask

- When the spring (or rubber band) is pulled back before if is released, what kind of energy does it have? (Potential)
- When the spring (or rubber band) is released, where does that energy go? (Into the ball.)
- Can energy be created or destroyed? (No, it changes form.)
- What force pulls the ball down? (The force of gravity)
- What makes the ball change direction? (Flipping the lever at the bottom, also any obstacles the ball encounters.)

Tip

If students are not sure about what potential energy is, read the following definition aloud or show them the video.

"Potential energy is energy that is stored - or conserved - in an object or substance. This stored energy is based on the position, arrangement or state of the object or substance."

Solar Schools, "Potential Energy," April 30, 2020 https://www.solarschools.net/knowledge-bank/energy/forms/potential

MooMooMath and Science, "Examples of Potential Energy": http://ftd.li/kukrzk.

Developing

Show some pictures of "DIY pinball machines" (or have students search for these themselves if they can use their devices). Organize students into groups of four or five and give each one a base and a marble or two. Put the rest of the materials in an easily accessible place. Ask groups to sketch a quick plan on sheet of paper before starting.

Tip

DIY/Do It Yourself culture has developed alongside of maker culture as a grassroots movement of people being empowered to make things at home rather than buying them. The internet has made it easy to share how-to videos and instructions, and people pride themselves on the things they can make at home and share online. Mitchel Resnick of MIT media lab renamed DIY as DIT or Do It Together, emphasizing the importance of collaboration.

Depending on the materials available, an easy way to make the slope of the base is simply by propping the corkboard or box against a chair, with the lower end of the slope resting on the table. Another way might be to stack books under one side, or to add additional pieces of the cardboard. Students should find the quickest solution possible so that they have more time to work on the movement of the ball.

If using a corkboard, rubber bands, and clothespins make great borders to keep the ball in. Pins can also serve as deflectors to change the direction of the ball. Paper tubes and other obstacles can be pinned on Clothespins make good levers and can likely be clipped onto a pin for a pivot point. Students can play around with elastics to make the lever more "springy" and also to give the ball a starting push.

Tip

This activity involves a lot of hands-on learning and trial and error. Encourage collaboration, quick iteration, and playful problem-solving as students assemble, test, and adjust their pinball machines. They can divide the tasks, having those who are more artistically included work on the visual design, and those who have a better grasp of physics design the layout of the pieces and the levers. Others can determine a point system, and everyone can take turns suggesting and testing out new ideas.

Ending

Have students compare their pinball machines with their experience of kindergarten and other life experiences. Ask them "In what ways is making a pinball machine with your classmates similar to, or different from, kindergarten?", "What other experiences have you had that are similar to this one?" Have students share their thoughts in their groups before having a few volunteers share them with the group. Students might compare this experience to kindergarten in that they are using simple materials, playing with them, learning skills as they go, and collaborating with classmates. The challenge is much more advanced, however. They might have had similar experiences trying out a DiY project at home or trying to build something (and making mistakes and adjustments) at any age.

Go Further

- > Teresa Sappington, "Pinball Machine" http://ftd.li/xv7zox,
- Mitchel Resnick and Ken Robinson, Lifelong Kindergarten. Cultivating Creativity through Projects, Passion, Peers, and Play, Cambridge, MA The MIT Press, 2018

50CIAL - EMOTIONAL LEARNING UNIT 3 • Our Fears

Contents

- » Social-emotional learning
- » Self-awareness
- » Self-management » Responsible decis on-maxing

Objectives

- » Recognize how emotions influence our behavior
- » Discuss stress management Analyze situations and make constructive choices
- Develop responsible decision-making skills

Materials

- Student Handbook, pages 289-291
- » Video: "Our Fears"

Class Plan

Beginning

Organize industrios and explain to them you are going to so, a ferent emotions, and they should make an ora of what might make people feel that way. After each emotion ask them how many different reasons the thought of. Teach the following emotions, in the orser you mink will be easier for students to come up with reason, happiness, sadness anger, fear, selfconfidence disgust, and shyness

Developing

Before watching the video

Activity 1

Ask students to look at the picture and read the nstructions. Organize them into pairs and have them discuss which emotions they can identify in the emoticons.

Applied to continue in pairs and look at the mind " ip " I. P them complete As they discuss it, encourage whenever possible and help them when they finish, invite some volunteers activities 1 and 2 and open out how we usually respond to or but now we usually respond to react what tioning your first impulse and what * { ', PR | ...

Activity 3

Explain to students that they are going to watch the video in which Nicholas talks about one of these emotions. Have them read the title of the video and elicit which feeling is that (fear).

While watching the video

Video - Part 1 (0 00 0.28)

Activity 4

Play part 1 of the video so that students can check their answers. Have them talk about how they feel and act when they are afraid of something.

Activity 5

Ask students to form pairs and brainstorm some different things people can be afraid of. Write some of the students' ideas on the board. Invite volunteers to share any stories they have about what they were afraid of when they were younger, and how they handled that fear. Whenever possible, share your own stories as well.

Video - Part 2 (0.28-3:34)

Activity 6

Play part 2 once and ask students which reasons Nicholas mentioned. It might be helpful to tell them he mentions eleven different reasons. Have them compare with the list they brainstormed in activity 5.

Activity 7

Ask students to read the questions. Explain to them you are going to play part 2 again and to answer the questions about what Nicholas says. They can choose whether to take notes at this time. Have them discuss their answers in pairs and play part 2 again. Call some volunteers to share their answers. The wording in their answers may, of course, be different. Talk to students about the fight or flight response, and the way our body responds to fear: our muscles become tense, our breathing and heartbeats go faster, and we sweat a lot. Ask students if their body responds the same way and, if not, how they know they are scared. Have them compare with the discussion they had in activity 4 about how they act when they are afraid.

Video - Part 3 (3:35-4:50)

Activity 8

Write the words "phobia" and "fear" on the board. Explain to students that in part 3 Nicholas will talk more A TOURSE PER AL PRINT . ----No. THE Water Street All the same of th the same of the sa -----, 4h ACTIVES. - Committee - Comm v. , - 3 ** * C *** and the same of th ----. . . . 40.000 Property ** AND DESCRIPTION OF THE PERSON ALLINY O χ. 1 gt t ACCORDING MC -



Lesson 1 | Part 1

Contents

Objectives

me the first the state of the s

Materials

so to the or a conject that

Class Plan

Beginning

the board Ask students to take turns to take turns the sentence and trying to guess what the set is Explain to the outley may tak about any kind of a 1 to 1 V or the outleyer, in a magazine leto.

Developing

Activity 1

Here the meaning of the word persuade and ask

Activity 2

Ask students to look at the image and consider what kind of text it is and what its main goal is. After you check their answers, ask them what the ad is trying the control of the control

Activity 4

present and about the pence stielf

- Where can we usually find ads like these
- A About and, reads persuasive ads? Who creates them?

Ending

inaginary ideal school. They have to come up with a sentence that will make families want to enroll they rhildren at their school. Have students present their ada to each other in the 1/3

Angword

Activity 1

Personal action in

Activity 2

ε

Activity 3

a) increase, b) organization, c) persuade, di product e) remain; f) competitive, q) similar, h) situation, il benefits

Activity 4

Possible answers

- a) The brand is trying to convince its customers that they care about fashion for everyone and portrays a disabled person in this ad
- b) The advertisement is trying to convince its customers to buy Ray Ban sunglasses
- c) The advertisement is trying to convince the reader that GeoPack cares about the environment

Activity 5

Possible answers

The sentence is not grammatically accurate as it omits the auxiliary verb have and the subject you at the beginning of the sentence. However, it is completely acceptable as it is often seen in conversation. The idea of the ad is to get closer to the customer through simple language.



Contents

w Present perfect

Objectives

- " Use yet, aiready, still and just with the present Read and identify a manifesto
- Materials

» Student Handbook, page 45

Class Plan

Beginning

Divide students into small groups and explain to them they are going to to choose one object from the classroom and come up with a list of as many unconventional uses for that objects as they can. Read the example below The group with the longest list wins.

> Object, notebook

Unconventional uses: hide something under it, pen holder, hat, binoculars, fan, tray, etc.

Developing

Activity 6

Address students to the information in the Tip box before they do this activity.

Activity 7

Invite students to read the sentences and discuss the meaning of already, still, and just before completing the rule. You may also address them to the Grammar section in the final pages of the book to encourage them to correct their answers.

Extra Activity

Write the participles "eaten," "read," "seen," and "been (to)" on the board and elicit other verbs as well-Ask students to create three true sentences and a false one about themselves or someone in their family using vet, just, already, and still. Explain that the challenge is to identify their classmates' false statement. If necessary, model the activity by creating sentences about yourself or someone in your family and challenging students to identify the false statement

Ending

Ask students to share what surprised them most in the true and false statements created by their classmates.

Answers

Activity 6

a) end; b) to happen; c) interrogative and negative

Activity 7

a) earlier; b) beginning; c) hasn't; d) short



UNIT 4 • Present Perfect and Time Expressions

Contents

Present perfect and time expressions

Objectives

- Review and expand the grammar content from unit 4
- Practice using the present perfect with time expressions

Materials

- » Student Handbook, pages 224-225
- Small cards with some activities you can ask students about (e.g., travel around your country, stay awake all night long, undergo surgery, have a dream that seemed real, fall in love, donate clothes/money/food, live in another country, have an imaginary friend, see/ be in a car accident, etc.)

Class Plan

Beginning

Go around the classroom and ask different students to choose a card (students are not supposed to see what is written on it). Ask them the question (e.g., "Have you ever traveled around your country?") and encourage them to give a complete answer "Yes, I have." or "No, I haven't."

Developing

Activity 1

Ask students to read the sentences and choose the correct statement. Check the activity with the whole group

Activity 2

Explain to students that we normally use these time expressions with the present perfect. Ask students the meaning of for (it express the period of an activity) and since (it indicates when an activity started). Ask students to organize the expression in the correct

column. Draw the chart on the board and ask some students to complete it when checking the activity with the whole group.

Activity 3

Have students read the sentences and answer any questions. Allow them some minutes to complete the activity and compare answers in pairs. Check the answers with the whole group. Ask some volunteers to read the sentences aloud.

Activity 4

Ask students to read the instruction and the sentences. Elicit what they need to do and answer any questions. Allow them some minutes to complete the activity and compare answers in pairs. Check the answers with the whole group. Ask some volunteers to write the sentences on the board.

Ending

Ask students to think about some things they have not done yet. Review the adverb **yet** and then ask them to share with a classmate three things they have not done yet, but they would like to do. Ask some students to share their classmate's intentions with the whole group.

Answers

Activity 1

C

Activity 2

June 20th	a very long
2018, four	time, weeks, five hours, for
o'clock	several days,
	two years

Activity 3

- a) already; b) ever; c) for;
- d) how long; e) yet; f) st II

Activity 4

- a) He has just sewed a button on his shirt.
- b) Jane hasn't followed the fashion so far.
- c) My cousins have never been in a fashion boutique
- d) Have you already worked as a fashion stylist?

The Plastic Fabric Challenge | Part 1

Contents

- » Consumerism
- » Recycling

Objectives

- n Discuss consumerism and recycling Discuss possible strategies for recycling plastic bags
- Combine language, social, and art skills to produce a
- piece of fabric from plastic bags

Materials

- > Student Handbook, pages 102-103
- » Computer lab or devices with internet access

Class Plan

Beginning

Ask students to find a classmate and then ask these questions, one by one, allowing the pairs some time to answer them. In the end, invite some volunteers to share ideas

- What does consumerism mean?
- Do you think you buy more than you need or should?
- What does recycle mean?
- Have you ever thrown away something that could be recycled?
- Have you ever recycled something at home?
- > What is the importance of recycling things?

Developing

Hypothesis and Plan

Show students the guiding questions at the top of the page ("What can we do with a recycled plastic sheet?", "Does it have the same qualities as fabric?") and allow tnem to come up with some hypotheses. Next, show them the questions in this section and ask them to answer them in pairs.

Ending

Ask students to research and think about other products they use in their daily lives that can be produced with recycled materials.

UNIT 4

Lesson 2 | Part 1

Contents

- » Ethical fashion
- » Ads
- » Different accents

Objectives

- Discuss how fashion can affect the world
- Identify and practice different accents

Materials

- > Student Handbook, page 46
- > Computer lab or devices with internet access (optional)
- > A song

Class Plan

Beginning

Play a song and ask students to mingle as they listen. Each time you pause, they should find a classmate and exchange information about something they are wearing: how long they have had it; what they like about it; who they might give it to; and if they have ever lent it to someone.

Developing



Traid is a UK charity whose mission is to reduce the environmental and social impacts of clothing waste. It runs awareness-raising projects at schools. You may broaden the discussion of ethical clothing by giving students time to see some of the videos at http://ftd.li/x97fyy.

SELs Ethical Fashion

Before moving on to activity 2, address students to this box. Allow them some time to discuss the questions and explore how what we wear can affect the world. It might be interesting to invite students to visit the website http://ftd.li/5c88gc and select relevant facts to share with their classmates

Activity 3

Ask students to read the public service announcement (PSA) silently and answer the

question individually. If you find it relevant, invite students to use their cell phones to find more examples of PSAs.

Activity 4

Address students to the table and ask them which symbol indicates the primary stress ('). Talk about how identifying this may help them with their own pronunciation when looking up a word in the dictionary.

Language Variation

Explain to students that one of the differences between British and American English is related to word stress and primary stressed syllable. Draw their attention to the fact that there is no rule as to which syllable is usually primarily stressed in British or American English.

Ending

Explain to students they are going to play a Step-by-Step Race. Have them stand in line beside each other within the same distance from you. Say "Students wearing white socks take one step forward," students who are not wearing white socks remain where they are. "Students who are closer to you by the end of the game are the winners. Play four rounds – four steps. Say:

- > Students wearing glasses, take one step forward.
- > Students wearing braces, take one step forward.
- Students wearing sneakers, take one step forward.
- Students wearing long sleeve T-shits, take one step forward.

Answers

Activity 1

Possible answer: Students made their creations with textile waste donations during a project (Traid project) in which they learned to sew, mend, and construct.

Activity 2

Personal answers.

Activity 3

It raises people's awareness of what homeless people wear, especially in cold weather, and invites them to donate

UNIT 4 • Ads from the Past

Contents

- * Fashion
- » Advertisement
- a Present perfect

* Review and expand the language content of unit 4

- " Talk about fashion and advertising
- De Compare fash on advertisements from the past with current ones
- a Reflect on persuasivi traducide
- in Practice using the present perfect

Materials

- Student Handbook pages 205-206
- » Pictures of current to non a fundisements

Class Plan

Beginning

Show it, sent, the pictures of the current fashion. adver sement, Alk them what they are, which stores of that do they represent which colors are used, how בא מפאר זו דיביונים בי בי מנויים

lark to the for a tag minutes and write some of their sina, or the board



use this apportunity to review the name of clothing items by playing a category game. Write on the board, for example, "winter" "S. " rect," "wedding, " "clothes," 'scorranged, etc. Ask students to identify these types of clothing items in the advertisements you show them

Developing

Activity 1 - Preparation

Ask students to look at the pictures for a few minutes and ask what they are. Have them take some notes about it. They should get prepared to talk about it with their classmates.

Activity 2 - Interaction

Ask students to go through the questions and answer any doubts they might have. While they talk, walk around the classroom, monitor, and help them as needed. Encourage them to give their opinion, agreeing, and disagreeing respectfully.

Ending

Activity 3 - Interaction

Invite students to share their ideas with the whole group. Focus on the item d in activity 2 and write some examples of persuasive language found in the ads (from past and present) on the board. For example, the use of imperative questions, use of pictures. Encourage them to compare how persuasive the fashion ads from the past were with to those from the present. Ask them "How has fashion advertising. changed over the years?"

Activity 1 - Preparation

Personal anwers.

Activities 2 and 3 - Interaction

Personal answers.



Lesson 2 | Part 2

Contents

- on 1 grace as the total as an after
- 25 1 1

Objectives

- of the state of the section of supported the state of the section of the section
- with the same to create a PSA
- in the interest of

Materials

- with a Ha drook page 47
- with the ten action device (cell phones)

Class Plan

Beginning

Show stardents some samples of public service and one entire ENA. They can be from your local context of tamous and successful samples from other countries.

Developing

Activity 6

"We have seen an interesting PSA." on the board and must how it would be possible to use the present contract the interesting PSA was ("This is one of the most make the present of the psa was ("This is one of the most make the even seen."). Then allow the present time to write the other sentences.

Activity 7

how long they will have to complete

u to observe how students are making sense of which it is read and how cooperative they are when a corking in groups, so refrain from herping them as it is the property of the core of th

Ending

Have an open discussion about PSAs and their importance in society. Talk about how they can change public out in an and raise awareness on important topics and how they can be publicated quickly and efficiently. Elicit other issues that are important such as texting and driving, drug addiction, and the importance of healthy eating habits.

American

Activity 5

- a) When we want to talk about an action in the past without a time reference, because the action is more important
- b) Have/has + past participle of the main verb. Example He has seen the ad
- c To compare one thing/ person to a group
- d) If the adjective is short
 we add -est, for example
 The biggest ad in town
 When adjectives are
 long, we add the most
 + adjective, for example
 The most impactful ad

Activity 6

- b) This is one of the best campaigns the designer has ever created
- c) This is one of the smartest PSAs the public has ever seen
- d) This is one of the most magnificent fashion campaigns Patricia has ever created

Activity 7

Personal answers

The Plastic Fabric Challenge | Part 2

Contents n 4 . 3.

" page, social, and art skills to produce a

Pece 2000 om plastic bags

Materials

- wistoners ig septical pages 102-103
- A L 31, C 539.
- \$ 1/11/31
- m R34 73 0308
- חוץ חג פו
- » Extra took such as thread, needles, stapler, etc.
- in computer of a devices with internet access

Class Plan

Beginning

Test

Acres to read the instructions. Ask them at at they think about this challenge and rowers, a price they think it will be

Developing

Next set se workstations and small groups of around five students. Remind them to be extra careful when using the in One student from each group can be in charge of handing the ron If you prefer, ask them to cut c 'any occas' text printed on the plastic bag, but this is octions and can be ent to be done in the second trial. Act so de to to make sure the baking paper is large en ugh to collective who e prastic surface. Explain that

if they do not use the baking paper, the plantic will ment and stick to the iron. This will propably ruin the iron, so they should be careful and make sure the baking paper completely covers the plastic. If necessary, they should cover the plastic bags again with the baking paper and iron them a bit more. The desired texture is easily identified it should be one single sheet. Warn students that before checking the texture, they must make sure they can touch the plastic without burning their hands. Have students read and follow the instructions carefully, if necessary, ask some volunteers to rephrase the suggested procedure. Encourage them to stretch the plastic sheet, fold it, crumple it, wet it, try to tear it, etc. This is a moment for them to experiment in order to see what can be done as an improvement They can also consider ways of improving the appearance, texture, and color of the material Explain the importance of recording their tests and their ideas for improvement. This is an effective method used in experiments. Have them discuss ways to make the sheet more resistant, like using more plastic bags, ironing and folding it before ironing one last time, adding other materials to it, etc.

Ending

Besides testing the resistance of the plastic sheet students created, this is the moment for them to be creative and think of possible ways to use this material It can be considered a fabric for producing clothes, and accessories, for example. They may also want to create a decorative piece. Again, have students record their ideas so that they work in an organized way Tethem that they may also document the process by photographing the stages to illustrate their ristes. As they are evaluating their work in their groups, walk around the classroom and ask them a few question. such as what they have noticed and what they believe can be done with the material they have

Lesson 3

Contents

- » Fast/Slow fashion
- » Fashion industry
- » Podcast interview

Objectives

- Listen to a talk about fast fashion to check predictions and for specific information
- Listen to the introduction of a podcast interview for main ideas
- >> Listen to a podcast interview with a fashion designer for specific information

Materials

- » Student Handbook, pages 48-49
- » Audio track

Class Plan

Beginning

Ask students to think of their wardrobe and decide what their favorite item of clothing is. With a classmate, they should say: what piece of clothing it is; what they like about it; when they first got it, and how.

Developing

Activity 2

Allow students some time to talk in pairs and then open the discussion to the whole group.

Activity 3

Invite students to read the quotes individually and underline the key words. In pairs, ask them to say what they understood about each one and discuss their opinions about the following questions:

- Why is not the clothing business model sustainable for the environment?
- Why is education about sustainability essential for the development of future generations?

To wrap up, ask students how they relate fashion and sustainability and if they had ever considered how the clothing business was harmful to the environment

Activity 4

if students do not know what fast and slow fashion mean, invite them to guess by analyzing the adjectives fast and slow. After you check their answers and, if you find it relevant, provide them with the answer to the activity and ask them which kind of fashion they are more familiar with and why

Activity 5

Play the audio once so students may check their predictions.

Audio Script * Track 16

We all love to shop and these days the newest styles and clothes are cheaper than ever

You can literally snag a dress for four bucks, which is basically the price of a vanilla latte, but buying cheap comes at a high cost. I know, I know, I hear you. You're like, Whembley, what does that actually mean? And that basically means that fast fashion just works on exploitative labor conditions and is destroying the environment.

Over the last few centuries, as the world has changed, our relationship to clothes has dramatically changed too. From an era where clothing was bespoke or tailor-made for each individual to the ready-to-wear era where premade clothing came in standardized sizing, and the current era of fast fashion. The fashion industry today looks nothing like it did in the past. And of course, not all change is good obscene amount of clothes, stealing independent designers ideas, low wages, unsafe conditions and harassment, factory workers sewing pleas to help in their clothing, yikes. But before we get into all that, what exactly is

Teen Vogue. "The Problem W th Fast Fashion | Teen Vogue." YouTube, September 21, 2018. Accessed January 24, 2020. http://www.youtube.com/watch?v≈iq0--DfC2Xk. Excerpt from 0.01 to 1.06

fast fashion? You're right If you think it sounds like fast

food. It's cheap, quick, and of questionable quality.

Activity 6

Ask students to read and answer the question. If they cannot answer now, explain to them you will play the audio once again so they can do activity 7. If so, do not correct students' answers yet.

Refere you puly the audio, ask students to read the questions and underline key words which will her there to loc is on the information they need to a newer them after checking their answers, ask stadents it being aware of the structure of a genre, in this case a podeast interview, helps them to aderstand the text better

· Audio Script • Track 17

Andrew Morgan. The story that we're living in, this system that we've created, this profit at all cost, this more, more, more, more, more; buy, buy, buy, this whole thing. Not only is it in very real ways destroying parts of the world, it's not making us happy, that was what kept me up at night the most.

Matt D'Avella: Andrew Morgan is the documentary filmmaker behind The True Cost and After the End. A lot of creatives get caught up on the how. How am I gonna make this project happen? How will I get funding? How will I finish it? Instead of getting caught up on all the details, Andrew found stories that he couldn't not tell. That drive pushed him to tell the stories behind the sudden death of his father and the unexpected cost of consumerism.

My conversation with Andrew will challenge you as a creator and get you to think differently about the choices that you make every single day.

D'Avella, Matt. *Ground Up 044 - Stones Worth Telling w/Andrew Morgan * YouTube, January 31, 2018. Accessed January 24,2020. http://www.youtube.com/watch?v=Bsv5thSW0XQ. Excerpt from0:01 to 0:56.

Activity 10

Talk to students about video podcasts, or vodcasts, and ask them about extralinguistic elements, such as the ones mentioned in the activity (background music, sound effects, and editing).

Activity 11

Ask volunteers to read the questions and invite students to give their opinions on the dangers of fast fashion and whether Danielle Nagel believes people are informed about them and what the most polluting industry is. Next, Play the audio so students can check their predictions.

Audio Script + Track 18

Danielle Nagel What's really interesting with fast fact on specific riere not educated on it until very tion years I search on the fashion industry for almost ten years I started super young and for a long time ALTO ME BACK

I had no idea and I was working for a lot of these really terrible fast fashion companies, and one of them being Macy's. I was doing men's T-shirt designs for them, and I just remember like walking out into the warehouse and seeing like five thousand units of this one T-shirt design I did that was just a dumb design and I was like "Where's this all gonna go?", and I was kind of like, the first time I realized, like "These five thousand shirts aren't going to be around for more than a few years", it's some trendy T-shirt, it's gonna be gone, here's it gonna go? And then I stumbled upon the documentary True Cost, on Netflix.

Matt D'Avella: Yeah Andrew Morgan, he was actually on the podcast; he made it.

Danielle Nagel: When I watched it, I couldn't believe it, and I had been contributing to this terrible thing with no idea, I had no idea and I was literally in the industry. So, that was a huge wake-up call for me, I mean still working for other people. I didn't really have a lot of control over that, but I knew when I started my own company. I wanted to do it right and do it the best way that I could, but fashion industry is the second most polluting industry in the world, next to big oil, which is pretty bad and a lot of people don't know it.

Matt D'Avella: Bad company.

Danielle Nagel: Exactly, not a good spot. But what's cool is with my brand, like we're very much about creating conversation and bringing up these tough topics and educating people on that. So, alongside like us doing our best to create things ethically, we're able to teach people to shop and support these smaller brands.

D'Avella, Matt. "Slow Fashion // Ground Up 092." YouTube, January 2, 2019. Accessed January 24, 2020. http://www.youtube. com/watch?v=91chEhzCEcQ. Excerpt from 2:20 to 4:14.

Think lank

Ask students to read the information in the box and discuss the question in small groups. Choose a volunteer to report their answers. Ask them what steps they could take in order to raise people's awareness of the impact of fast fashion on the environment and on workers' conditions.

Ending

Organize students in pairs and have them discuss the following questions:

- > After learning a little more about the fashion industry, do you think you will think twice before buying a new clothing item?
- > What can you do to be a more responsible consumer?

A CONTRACTOR OF THE PARTY OF

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Action 19 2

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ALCIVIO A

A le celly fasham

Le c

Activity 6

- x - c - c - c - c - tative labor

Activity 7

Activity 6

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1 . . . (1 c.) menst or our closs.

Activity 9

have ,

b) He talks about what the podcast interview will be about

c) Listeners will learn to think differently about the choices they make every single day.

Activity 10

These elements help set a welcoming, inviting, and intriguing atmosphere so that viewers can get interested in listening the whole audio

Activity 11

a) No, she believes that people were not educated until very recently about the dangers of fast fashion

b) The oil industry

6 ...

The Plastic Fabric Challenge | Part 3

Contents

» A plastic tabric

© Combine language, social, and art skills to produce a

piece of fabric from plastic bugs

Materials

- » Student Handbook, pages 102-103
- n Plastic bags
- n Scissofs
- » Baking paper
- » Extra tools, such as thread, needles, stapler, etc.

Class Plan

Beginning

Re-Test

Since retesting is a very important step in STEAM challenges, encourage students to go back to the list of procedures followed in the test stage.

Remind students to use their notes to implement their suggestions for improvement. Explain that it is important that they use the exact same methods as before to test the resistance of the material and that is why their notes are so important. This will allow for a more consistent comparison. If the group feels satisfied with the resistance of their plastic sheet, they should now consider what kind of product they are going to create. This is the moment when each group will be able to design something completely different from one another and demonstrate their creativity. Make sure they document this final process for the presentation stage.

Final Evaluation

This is an interesting moment for students to share and compare their experience and the products they have created. The second instruction provides students with the opportunity to reflect on the difficulties and the possibilities available for working with recycled materials. Ask them to what extent this project has raised their awareness of the importance of using recycled materials. Also, invite some volunteers to say whether they feel our society produces a lot of unnecessary garbage and uses resources unwisely.

Ending

Invite students to have a whole group wrap-up.

Encourage students to talk about the different stages of this project and talk about what worked well and what they had more difficulty with. If you find it appropriate, invite them to talk about teamwork as well. You may use some of these questions to help them in their discussion:

- > How easy or difficult was it to follow the suggested procedures?
- What was the most difficult thing for your group?
- What caught your attention in your findings?
- Did you draw any conclusions?
- > What different things can you learn from a project like this?
- > How could this STEAM challenge be used in a real-life situation?
- > How well did your group work together?
- > What tips can you give for effective teamwork?
- > Considering the whole process, what could you do differently next time?

LISTENING

UNIT 4 • Fashion

Contents

CBC News Marketplace program on world's clothing waste problem

Objectives

- Predict content of audio through discussions based in background knowledge
- tearn about where old clothes can end up and how they can be a problem for the environment
- » Lean about clothes recycling programs
- » Refect on the topic, thinking about how old clothes are disposed of and what the impact is
- Donnect the topic of the video to reality and reflect on the ideas presented in the audio
- » Demonstrate comprehension of general and specific information
- React to the content of the audio and express opinion on the topic

Materials

- Student Handbook, pages 242-243
- » Audio track

Class Plan

Beginning

Before the class, write "Fashion" on the board. As students come into the classroom, invite them to say a word which they think is associated to this word. Write the answers on the board and draw their attention to the word chain formed by association.

Developing

Activity 1

Ask students to read the instructions and do the activity in pairs. Allow them time to think about the questions. Encourage them to express their opinions. Monitor the activity and help them when necessary. As they finish, ask the pairs to share their answers.

Activity 2

Ask one volunteer to read the instructions and statements. Explain to students you will play the audio twice the first time they should focus only on the information asked in the activity. Play the audio for the second time and check the answers with the whole group.

Audio Script . Track 4.1

Charlsio: I'm here checking out your in the state of fashion chains in the world, but I'm the state of for new clothes. I'm actually trying to perform out for new clothes. I'm actually trying to perform out favorite sweatpants from college These treatment them and they totally shrunk These treatment also support cheap. This is just like an old total it was trace at one point in its life. Some retailers are on a tricsuch They want your unwanted clothes, and some are competing with charities for it

There's a new bin in town and the message is clear Don't throw old clothes in the garbage, dump them here. They'll take curtains, they il take reans, they'll even take your old underwear. Drop off cid clothes and get a coupon to save money when you buy new ones. But before I part with my old clothes, I've got a few more questions. These bins sure make us all feel good. But are they doing as much good as we think?

CBC News. "How Fast Fashion Adds to the World's Crothing Waste Problem (Marketplace)." YouTube January 19, 2018. Accessed December 2, 2019. https://www.youtube.com.watch?v=elu32XN 8PM. Except from 0.23 to 1.26.

Activity 3

Have students read the instructions. Explain to them you will play the audio once for them to complete the activity and a second time to check the ranswers. Before checking with the whole group, ask students to compare their answers in pairs.

Audio Script • Track 4.2

Charlsie: So, in the last few years, some of the biggest names in the business, Levi's, Nike, Adidas, Zara have started recycling programs.

All retailers with donation bins in stores calling out for your old garments. But none go as far as H&M. They will take anything: jeans, curtains, even underwear Just check out their ads.

Ad: The thing that you never wore, this and this and that. The thing with the color that wasn't your color, bring it on

Charlsie: This is one of H&M's latest ad campaigns

Ad: Just cut your jeans into pieces and make new jeans

out of them

Charlsie: "Cut your jeans into pieces and make new jeans out of them."

Ad: With your help, we literally turn your old . I att es Charlsie: "We literally turn your old clothes into new

Ad: Garments in the worst condition can be transformed into insulation material of textile fibers

woven into cloth, reborn as fashionable new clothes

Charisie: What do you think about recycling clothes? Passerby: I think that's amazing. That's a great plan Charlsie: We're taiking about recycling clothes. What

does that make you think is happening to the stuff? Passerby 2: I think, maybe, it's, like, refurbish the

clothes, and, like, get them to look new again Charisie: What do you think happens to that stuff?

Passerby 3: Doesn't it get recycled to make new

clothes from the old clothes?

Ad: Let's shred it into fibers and stitch it into something new. The only thing we will not do is

Charlsie: Bold recycling claims. They sound great, but are they really? To try to find out, we head to New York City, one of the fashion capitals of the world

Elizabeth Cline: With jackets, you always have to check the lining

Charlsie: ... to meet Elizabeth Cline, an anti-fast fashion crusader. Because of what she knows, she , only wears used clotnes. It's made her a pro at assessing cast-offs

Elizabeth Cline: On a coat, the first thing you would do is, like, make sure the zippers work. Especially fast fashion, like, a lot of the fasteners will just break and chip really quickly.

Charlsie: We show her H&M's marketing and ask her what she thinks about making new clothes out of

Ad: Let's shred it into fibers and stitch it into

Elizabeth Cline: The reality is that currently only about 1% of clothing is actually recycled in the very Charlsie: 1%?

Elizabeth Cline: 1% Charlsie: 1% is recycled?

Elizabeth Cline: Yeah. If you're talking about recycling in terms of taking fibers and breaking them down and turning them back into new fibers, it's 1%.

CBC News. "How Fast Fashion Adds to the World's Clothing. Waste Problem (Marketplace)." YouTube January 19, 2018 Accessed December 2, 2019. https://www.youtube.com/ watch?v=elJ32XNj8PM Excerpt from 4.45 to 7.23

Activity 4

Encourage students to work in small groups and address them to the activity. Invite a volunteer to read the guestions and help with language if necessary. Encourage them to take notes of the main points for later. Give them 7 minutes to do it. Monitor the activity and help them when necessary.

Ending

Ask to the groups to share their answers to the whole class. Tell them to use the notes to remember the main points. Then encourage the each group to come up with ideias to recycle old clothes. Give them time to think about it. Ask them to present their creations to the rest of the class.

Answers

Activity 1

Personal answers.

Activity 2

a; c; d

Activity 3

a) recycling, donation; b) literally, fashionable; c) old, new, make; d) 1%, sense, fibers, back

Activity 4

Personal answers.

UNIT 4

Lesson 4

Contents

- » Persuasive techniques
- Ad campaign

Objectives

- » Identify and use vocabulary related to persuasive techniques
- » Create an ad campaign with five pieces

Materials

- » Student Handbook, pages 50-51
- » Students' ad images and texts

Class Plan

Beginning

"popcorn x peanuts," "juice x soda," "bike x car," "fruit x cake," "sugar x salt," etc. In pairs, students choose one side each and take turns trying to persuade their classmate that the item they have chosen is better.

Developing

Activity 1

If students choose item a or item e, ask them to explain how these could be examples of persuasion and judge if their point of view is coherent.

Activity 2

mvite students to play a guessing game in small groups one student describes a campaign, and the others try to guess what it is. When everyone in the group has had their turn, ask them to discuss the uestions in this activity.

Activity 3

Ask students to read the persuasion techniques and underline the words that help them to identify the echnique they refer to. If necessary, explain the meaning of bandwagon (used in reference to a lause that is fashionable or popular and attracting mincreasing support).

Activity 4

Before students do the activity, ask them to say what the main objectives of an ad campaign are and on which media it may appear. Then ask students to form small groups and allow them enough time to read the steps.

Extra Activity

To help students understand the concept of a mission statement, write the names of some companies on the board and read their mission statements for students to match. Here are some examples:

- Nike to bring inspiration and innovation to every athlete in the world.
- Sweet Green: to inspire healthier communities by connecting people to real food.
- > TED: spread ideas.
- Honest Tea: to create and promote great-tasting, healthy, organic beverages.
- Jet Blue. to inspire humanity both in the air and on the ground.

Activity 5

Allow students time in class to design their campaign.
You can ask them to use one of the following platforms to create their ad campaign: http://ftd.li/753emf.

Ending

Invite students to present their ad campaigns in class. They can give the other groups feedback based on the questions in activity 4 as well as their opinion on the campaign itself. Finally, ask students what they think was important for them in this unit about ethical clothing and how they would like to share what they have learned with other people at school.

Answers

Activity 1

Suggested answers: b, c, d

Activity 2

Personal answers.

Activity 3

a) bandwagon appeal;

b) the testimonial (or celebrity) association;

c) humorous appeal.

Activity 4

Personal answers.

Activity 5

Personal answers.

The Plastic Fabric Challenge | Part 4

Contents

» A plastic fabric

➤ Present the final product and explain the group's conclus ons about the quality of the material

Materials

- » Student Handbook, pages 102-103
- » Students' final product

Class Plan

Beginning

Organize students for the presentation. Give them some time to prepare for the presentation.

Presentation

This is a moment for students to refer back to the notes they have taken throughout the process and think about a logical way of explaining what they have discovered, which methods and materials have been used, and if their final product reached the quality they had imagined. They should talk about these as they display what they have produced.

Ending

Give students feedback about their work as a team and their final product.

SPENKING

UNIT 4 • Clothes

Contents

- » Clothes
- » Buying habits

Objectives Review and expar Talk about clother Reflect on consur

- Review and expand the language content from unit 4
- » Talk about clothes and buying habits
- » Reflect on consumerism and sustainable choices

Materials

- » Student Handbook, pages 267-268
- » Reusable bottles (optional; one per group of four or five students - alternatively, you can use pencils or pens)

Class Plan

Beginning

Ask students "How important are new clothes for you?", "What do you consider when you want to buy a new piece?" Have them discuss for a few minutes in pairs and open the discussion for the whole group. Ask students if they ever have thought about their buying habits.

Developing

Activity 1 - Preparation

Allow some time to students so that they can read the questions. Check their understanding and help them if necessary. Explain to them that they do not have to write anything but reflect on those questions for some time. However, if students feel more comfortable, they can take some notes. Ask them if they think that those questions are useful to help them reflect on their buying habits when it comes to clothes.

Activity 2 - Interaction

Ask students to form groups of four or five and sit in a circle. Give each group a bottle (alternatively they can use a pen or pencil) and ask them to put it in the center of the circle. Have them read the instructions and answer any questions. As they play, walk around the classroom to monitor their work.

Extra Activity

Explain to students they are going to watch a video about clothing waste problem. Ask them to read the title of the video "How Fast Fashion Adds to the World's Clothing Waste Problem (Marketplace)" and mention a few things what they expect to see in it. We suggest that you watch the entire video in advance and select some parts to show to students. Play the video and open a discussion about new possibilities of solving the world's clothing waste problem.

CBC News, "How Fast Fashion Adds to the World's Clothing Waste Problem (Marketplace)": http://ftd.li/jo468b.

Ending

Ask students to talk about what they found out about their classmates comparing with their own habits. Promote a debate on their buying habits. Encourage them to participate and provide complete sentences and ideas.

Answers

Activity 1 - Preparation

Personal answers.

Activity 2 -- Interaction

Personal answers.

UNIT 4 • Informed Decisions about Clothing Items

Contents

» Ethical fashion/consumption

Objectives

- no Read and talk about the impacts of the fashion industry on the planet
- m Present structures to describe quantities and figures
- m Practice using vocabulary related to ethical fashion/ consumption
- » Create an ethical fashion campaigr

Materials

- Student Handbook, pages 188-191
- Bilingual dictionaries (printed or online)

Class Plan

Beginning

Activity 1

"Jents' attention to the title of the class and in a what an informed decision is. Elicit some ter . TR and guide them towards the correct g of the wind informed before they read the it is the definition with the whole 1 - 1 when it is important ' at an a to make when · IM Para con toward

1 ... 9

Activity 2

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Activity 3

Explain to students that the missing words in activity 3 help talk about quantities. Show them the words in the box and give them time to complete the gaps individually. Allow them time to check their answers in pairs. Invite some students to come to the board and write up their answers. Provide a final correction and work on the meaning and pronunciation of more difficult items, as needed

Activity 4

Have students quickly look at the terms to check which of the them they are familiar with. Ask students who are familiar with one or some of the words to explain them to the group using their own words and provide examples. It is possible that they have never seen some of them, and that is fine Allow students some time to do the matching activity individually first. Give them the chance to compare answers with a classmate before the correction on the board. Practice the pronunciation of these terms with students. Read the words out loud and have them identify the stressed syllable and underline them on the board

Activity 5

Explain to students that they have the chance to use the words they saw in the previous activity. Depending on the profile and level of profinency in pairs. If they will benefit from each other's help, lot show work in pairs Ask show to all d builder dictionary to find examples with the other words that were not used

Activity 6

The same man the students to personalle the tipe and put forward their contributions. Ask them to form small groups and brainstering or one and and and and and the people around them to at take En durage students to use the new reservery trong the state of there are they taken to a tracks. ... at stated with the whole group later

of the second

Activity 7

Ask students to stay in the same groups or form other groups. Tell them that they will need to use their ideas brainstormed before. Encourage them to be creative, walk around the classroom to monitor their work and help them as needed.

Go Further

tione students on some reaction and the area of and his topical or to the time company that will the other above to topical or and and the state.

Ending

Have students share their ideas for a car to a convenience whole group. Organize them in a cosy in the eye a and that they all have a chance to share.



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Actions

Activity 1

Suggested answer. It applies to fashion when we know something about how our clothes have been made, the company's reputation, etc. and making the company's reputation, etc. and making the company's reputation, etc.

Activity 2

Personal answers.

Activity 3

a) of all, b) roughly; c) as long, d) equivalent is into the f) estimated; g) two to three times, h) of all i) about:
i) second-largest; k) responsible

Activity 4

1 b, h h, m e, N j, V e, VI d, VII f, VIII c, St e, K e, Xi . . .

Activity 5

e let a general properties

Activity 6

Suggested answer Suspicion of really cheap cinthes a company to learn more about their production process

Activity 7

(, ec se 11 100 app

UNIT 4 . Upcycling

Contents

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Objectives

e II - a mea a pillow for pillow a - ,

with the last of the party of t

Materials

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Class Plan

in Advance

Ask students to bring old T-shirts and pillow stuffing but don't tell them what it is for

Adv 1 - v v The second secon

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ome time for the discussion. Explain how to make a pillow by transforming an old T-shirt. Have students choose the part of the T-shirt they want to be in the center instruct them to keep it smooth and flat on the table, so that they can draw a square (or other desired shape) around that part. Then they should measure about 6 centimeters (cm) wider and draw a square for another chosen shape) around that They should cut around the larger shape through the two layers of labric (front and back). Next, they make a fringe of cuts t 3 cm wide, stopping just at the inside shape These will be tied together, front and back around the penmeter of the shape. When there is about 10 cm ft, they can stuff the shape with pillow stuffing before tying it off. If necessary, you can make your own pillow ing your old T-shirt along with students. However, we suggest that you allow them to work on their own as much as poss-bie. Walk around the classroom to monitor and help them as needed. When they are

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done, have them show their pillows to the group

Ending

Ask students to brainstorm other ways to upcycle T-shirts and other old clothes if they can access the money of a single of the single of the single of for the second s Commence of the commence of th

Go Further

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Units 3-4

Contents

- » Interview
- Present perfect
- » Have you ever, how long, how far
- » Plan an entry
- » Already, still, or yet
- » Superlative

Objectives

- » Revise content from units 3-4
- » Create interview questions
- » Make and participate on a interview
- » Create a list of reasons why adults might want to go to school
- » Revise present perfect tense
- » Understand how to use have you ever, how long, or how far
- » Plan an entry for a fashion photography project
- » Revise already, still, or yet
- » Revise superlative

Materials

- Student Handbook, pages 94-95
- Kraft paper or poster-size paper
- » Colour pens and pencils

Class Plan

Beginning

Ask students, in pairs, to discuss on adults going to school. Set a five-minute time limit to them. Invite them to write it down before sharing with the whole group. Encourage them to give their opinions about the subject and guess if adults really want to go to school or not.

Developing

Unit 3

Activity 1

Go over the instruction and make sure everyone understands what to do. Have students working in pairs. Then ask a few volunteers to share the answers with the other orders.

If some students previously interviewed a member of their family, tell them to use this information to do the activity

Activities 2 and 3

Have students read the instructions and make sure everyone understands what to do. Allow them a few minutes to do the activity. Monitor the activity and help them when necessary.

Activities 4 and 5

Go through an example to explain the activity Ask a volunteer to do with you the role playing. Give them time to perform the roleplay with more than one classmate. Walk around the classroom and help them with language if necessary.

Activity 6

Have students going back to their earlier classmates. Give them time to talk about the schools and which one they want to go to.

Unit 4

Activity 1

Have students working individually. Ask them to take notes about the registered moment. Then have a few volunteers share their answers with the group

Activities 2 and 3

Go over the instructions and make sure everyone understands what to do. Have students working in pairs, and then check with the whole group

Activity 4

Arrange students into small groups. Go over the instructions and make sure everyone understands what to do. Tell students they have up to 8 minutes to discuss, come up with the plan, and make the drawing. As they finish, ask them to present their entries to the group. Monitor the activity and help them when necessary

Ending

Ask students to vote which entry they think are more interesting and tell why

UNIT 4 Activity 1 Personal answers UNIT 3 1 3 u. C. N. III II. To midents to ask their families why **Activity 2** they would want to go to school, as a sylinely them to do al still, b) yet, c) already d) already, e) still, f) yet **Activity 3** a) Peter Lidbergh was one of the greatest fashion the actn typhotographers anyone has ever seen Activity 2 b) We have never seen the most famous portrait in the 1 1 4 1 44 world Monalisa! Activity 3 "What is the best photography book that you have read? f , , **Activity 4** Activity 6 Personal answirs 1.0

ASSESSMENT

Units 3-4

Contents

> Content from units 3-4

Objectives

» Assess what students have learned in units 3-4

Materials

- » Test available at lônica
- > Extra activities (optional)
- » Readers (optional)

Class Plan

In Advance

- A few weeks before the due date, take the test in one sitting and write down the time you spent. Multiply it by around 5 to 8 times and this is the time students will need to complete their tests
- Make sure students can do the activities independently as they must remain in silence in order to not disturb other students who are still answering the test
- Make changes in the test to guarantee that it fits the time slot you have and it reflects what happened in the classroom
- Check if you will need sound equipment and make the necessary arrangements
- Prepare extra activity worksheets and get some readers from the library to give to students who finish the test before others if there is not a waiting room or supervised area they can go to

Beginning

Arrange students' desks in a way that they are not too close to see each other's answers

Developing

Tests are typical examples of summative assessments. They are formal, usually administered at the end of a course or unit, only in few times in a year because they aim to measure students' learning over a penod other forms of assessments you may use to end to end to end about students' academic knowledge and English

proficiency level. In addition to summative assestingly you may use formative ones. These are informal and ongoing evaluation tasks and activities to monitor progress toward a specific objective. Whether using summative, formative, or both types of assessments, use the results to know more about students' strengths and weaknesses so you can adapt your lesson plans personalize instruction, and choose learning materials to better meet their needs

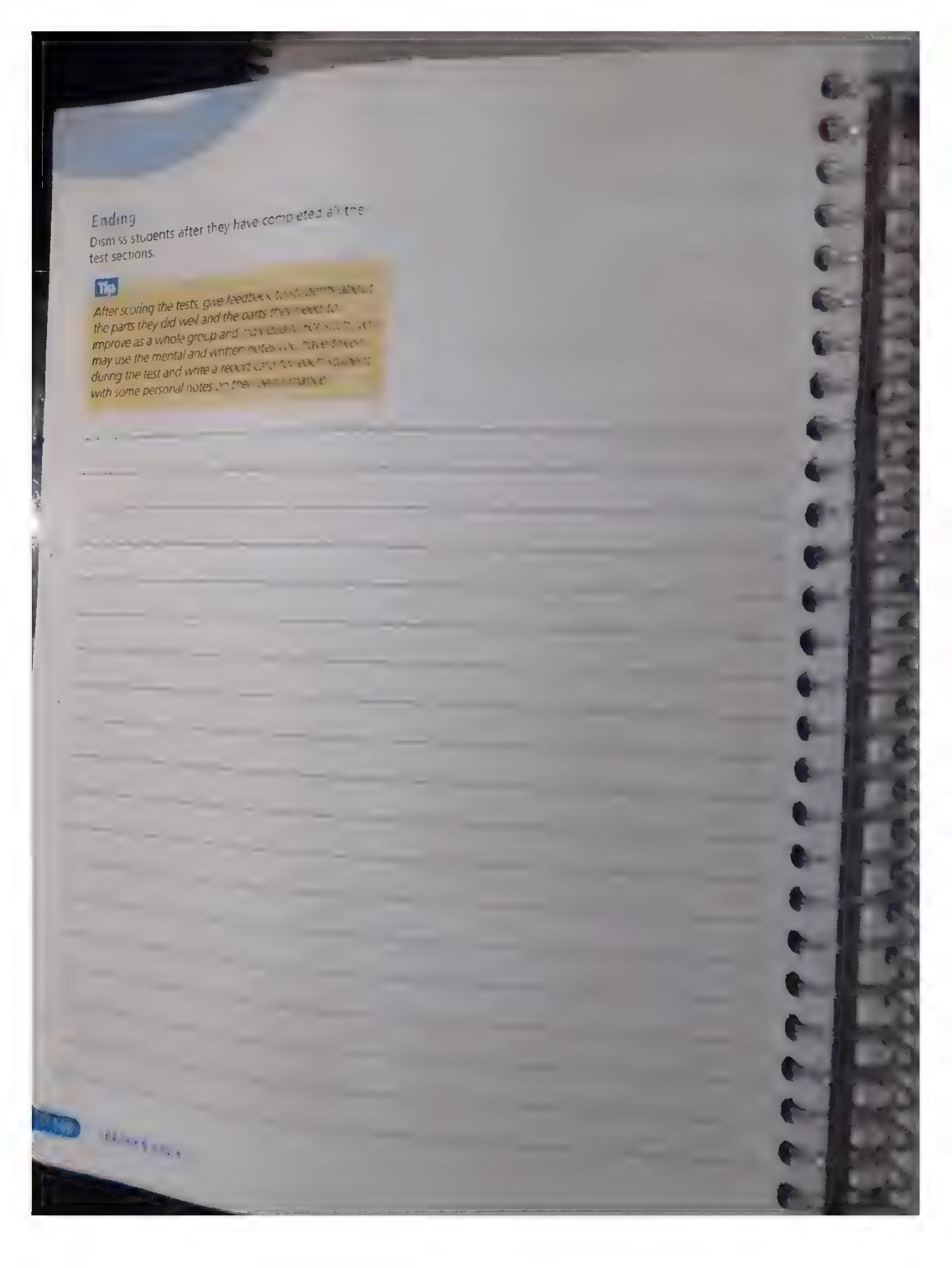
Ge Further

- https://ftd li/ut8gpg and https://ftd li/nbbfso.
- Read about the difference of summative and formative assessments at https://ftd.ii/pogkj6.and.https://ftd.ki/rvaei5

Georges Monoveness

- Answer questions students may have about the instructions
- If students do not know the answer to a question, advise them not to leave it blank. Teach them some strategies, such as to eliminate answers they know are not correct, to pay attention if two alternatives are similar, to look for cues from other questions.

 Or from the particle they are posted at Same Conspections. "Only, unitercland which is the most probable answer?", "[Look at the picture/Read the text] again with more attention. The answer is there."
- Somether state to a the state of a scale of the sound of the state of the sound of
- by walking around the classroom to make sure students do not cheat or distract other students
- off some students finish the test before the others and there is not waiting room or supervised area they can go to, tell them to remain silent while all students finish their tests. You may offer them a book to read or a worksheet they can draw, color, or answer without your assistance.



Digital Footprints Out There

Contents

- » Digital citizenship digital footprint and netiquette
- Responsible use of technology

Objectives

- » Develop self-awareness and self-regulation about digital citizenship
- » Raise awareness of the "digital footprint"
- » Reflect on the kind of information we should or should not share online

Materials

- Slips of paper with five different digital footprint questions on each one. Read the example questions below. These questions should encourage reflection and group discussion
 - > Am I violating school policies or breaking any rules?
- > Would I be fine if someone else shared it about me?
- Does it really represent who I am and what I really believe in?
- »Do I know this person well enough to share this information about them?
- > Would I share or say this if I were face-to-face with
- Am I posting this because of a temporary emotional reaction?
- May I regret having posted it later?
- » Poster paper (colored, if possible)
- » Colored markers
- » Dice
- » Clips of paper or any small object to serve as counters » Cutout pictures related to the topic (optional)

- » Projector

Class Plan

Beginning

Tak to students about the importance of protecting our toms of and respecting others' privacy as well. Write the tems 'd 3.tal footprint" and "netiquette" on the board

and ask students when they know about it. Vurne some very ideas on the board and darrily the meaning



Read aloud or project the following definitions to students

Digital footprint

A digital footprint is a trail of data you create while using the Internet. It includes the websites you visit, emails you send, and information you submit to online services. [...]

Publishing a blog and posting social media upidates are other popular ways to expand your digital footprint. [...]

Techterms, s.v. "digital foosprent," accessed May 5, 2020. https://techterms.com/definition/digital_footprint

Netiquette

Netiquette is short for "Internet etiquette." Just like etiquette is a code of polite behavior in society, netiquette is a code of good behavior on the Internet. This includes several aspects of the Internet, such as email, social media, online chat, web forums, website comments, multiplayer gaming, and other types of online communication. [...]

Techterms, s.v. "netiquette," accessed May 5, 2020. https://techterms.com/definition/netiquette.

You can find further useful information on the following webpage.

Maryville University, "Digital Citizenship and Netiquette: A Teacher's Guide": http://ftd.li/oa2od.

Developing

Ask students how they communicate online, which websites, platforms, or apps they use. They may mention the most popular social media, their posting habits, and different ways they interact with others virtually. As they share their online communication habits, write some of their ideas on the board. Then ask them which types of communication or posts could negatively impact them now or in the future if used carelessly.

Divide students into groups of four for discussion. Give out the sets of five questions (slips of paper) to each group and encourage them to think of safety tips and steps they can follow in order to self-reflect before they self-reveal each time they interact virtually. Have them take notes

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Unit 3

Contents

» Content from unit 3

Objectives

- » Assess what students have learned in unit 3
- Get students fam liar with international exam formats

Materials

- Copies of the examilable at lônica
- Audio track available at iônica

Class Plan

in Advance

A few days before:

- o download the exam from lonica and have copies made;
- read the Exam Guidelines available at lônica in order to familiarize yourself with the exam characteristics and be able to answer students' questions

In the previous class:

- explain to students that, on the day of the exam, they will take a mock test that simulates an international exam. Talk about the importance these exams can have in their lives, for example, opening doors for them to study or work abroad as international language certificates are usually recognized by many international institutions;
- discuss test-taking strategies they can use during exams, like time management. Leaving difficult questions to the end is one example.

Beginning

Arrive before students and check if you have all the necessary materials to start the exam. Check if desk arrangements are adequate: they must discourage students' interaction as well as leave enough space for you to move around to help, if necessary. Remove any poster or other display that can offer answers to the exam questions

Explain to students the test is divided into three parts Reading and Writing, Listening, and Speaking Hand the test out. Tell them to only open the question papers when you tell them to do so.

Developing

Tell students they will start the test. Ask them to, first, write their names and date on the front page of the test

Reading and Writing

For this section, instruct students that if they need to talk to you, they should raise their hands and wait for you to approach them.

Listening

Before starting this section of the test, advise students that they will hear each part of the exam twice.

Speaking

Help students to feel comfortable during the whole conversation. Candidates to the exam can take the test with another student (or occasionally in a trio). They must have conversations with the examiner (called the "interlocutor" in this part of the exam) and with the other candidate(s).

You may ask help from another teacher for the Speaking section or even leave this section for a second class, if needed.

Ending

Let students know the end is coming by saying something like "You have 5 more minutes until the end of the exam," When you say "Time is over now," ask them to stop where they are and hand over their tests immediately. Collect everything and make sure students have written their name on the question papers.

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Conditional Verses

Contents

- » Conditional sentences
- » Conditional language

Objectives

» Identify conditional phrases

Materials

- » A song with conditional sentences (suggested songs: "Count on Me" Bruno Mars; "If You Were a Sailboat," Katie Melua)
- Lyr.cs of the song chosen (to be projected or a copy per pair or trio of students)
- » Sheets of paper (one per student)
- » Colored markers, paint, pencils, etc

Class Plan

Beginning

Write some stem sentences on the board. Have students choose two of them and complete them using their creativity. Invite them to share their sentences in small groups. Here are a few suggestions

- >It I were a cat, I would
- olf I were the ocean, I would
- > If I were an adult, I would
- >If I were invisible, I would
- off I were a song, I would

Ask students to explain why they chose those particular endings. Encourage them to share them with the rest of the group.

Developing

Explain to students they are going to listen to a song, and they need to identify the conditional verses. Play the song once and have them identify the conditional sentences and count them. Ask them to take notes Then have students compare with a classmate. Play the song again, if necessary

Distribute the song lyrics and have students identify and underline the conditional sentences. In pairs, have them compare with their notes. Ask students how many they got correctly when listening to the song. Play the song once more so that students can listen and check.

Elicit how students identified the conditional sentences (probably if/would) and write the structure on the board to reinforce. Ask them about the use and meaning of this structure.

In pairs, have students discuss the metaphorical meanings used in the song. Open the discussion to the whole group

Ending

Hand out the sheets of paper to students. Play the song again, and while they listen, ask them to make an illustration depicting the song. Encourage students to use their imagination and express how they feel about the song. Invite them to share their work with their classmates.

UNIT 5

Lesson 1

Contents

- 24 10 10

Objectives

- r lax and different but and information
- w Read a news story about an alternative treatment for with ADHD to check predictions and for main information:

Materials

- Student Handbool , pages 54-55
- m Cell phones (optional)

Class Plan

Beginning

Write "news" on the board and, in pairs, ask students take turns saying words and names they relate to After 2 or 3 minutes, invite some volunteers to share some of their ideas

Developing

Activity 1

ask students to consider all the different sources of information for each news topic. If students have a cell phone, ask them to go to websites where they find news for items c and d. In small groups, ask them to evaluate whether these sites are reliable or not. Finally, invite them to share with the whole group what led them to conclude if the websites are reliable or not.

Activity 3

students ask you what ADHD means, challenge them to find the meaning in the text as quickly as possible (Attention Deficit Hyperactivity Disorder) Also, allow students some time to exchange ideas of their predictions about the news story

Activity 4

Have students read the text and add the headlines individually. When they finish, ask them to compare then ar swers in pairs, saying which words in the text helped them to choose the appropriate headline After checking students' answers invite them to comment on what caught their attention in the news story and ask them if they also have a hard time focusing sometimes fand if we what strategies they have to cope with it

Activity 5

After checking students' answers, ele if what the believe characterizes a headline and the there is the the information in the Tip box II 190 fire of the Gen ask them if the same characteristics apply to read the in their own language

Activity 6

After checking students' answers, invite therri to make the background information for each news story n small groups. When they finish, ask them to sit with a classmate from a different group and compare they dead

Third: Tank

In small groups, ask students to discuss the questions and come up with two or more reasons to support their views.

Ending

Explain to students they will play a Chinese Whispers game called Be Careful with Fake News. Dwide them into small groups, and have each group form a line Whisper a headline into the ear of the first student of each line. Instruct them to whisper what they neard into the ear of the next student in line, and so on until the last one. The last student of each line has to say out loud what they heard. If the sentence they say is correct it is considered accurate news. If the sentence is wrong it is fake news. You can use the headlines below

- > How to Have a Healthier and More Productive Home Office
- Girl from Wyoming Sleepwalks into Neighbor's House
- Elenora Gilmore Wins Best Singer Category at the **UNO Awards**

AMENUUT

Activity 1

Personal answers.

Activity 2

Personal answers. Activity 3

Personal answers Activity 4

b, a, c

Activity 5

the shutten is ABIA objective and direct

b) it explains the background information so you understand the context

() It is divided into different SECTIONS SO YOU WAN IRACT it easily

ACCOUNTY 6

a) Humans have marked on

the impon by a teacher cooped a met in their school.

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LOWELSECTABLE.

CLIL PROJECT How Has the Media Evolved? | Part 1

Contents

s Evolution of the instila

Objectives

- » Promote avaieness of the impact of the media in
- Promote understanding of the evolution of the media (past, present, and future)
- Dearn what a podeast is and how to produce one

Materials

- ы Student Handbook, pages 104-105
- » Computer lab or devices with internet access

Class Plan

Beginning

n this volume, students discussed the relationship between the news/the press and citizenship. In this project, we aim to support students' understanding of what the media used to be, what it is today, and what t is expected to become in order to help them be better able to navigate it more effectively and responsibly. For that, they will choose relevant themes to research and discuss and share with the school community what their findings are in a relevant and modern format: the podcast

Write "evolution" on the board and invite students to come up with words they relate to it. In small groups, they take turns saying words and making an oral list. After 3 or 4 minutes, invite some volunteers to share some of the words their group came up with.

Developing

Activity 1

Invite students to analyze the image that opens this section and read the title: *How Has the Media Evolved?" They should take individual notes about their first op nions. Next, elic't the different kinds of media, such as TV, radio, newspapers, social media, podcasts,

Form small groups and allow them some time to come up with words and ideas they associate with the past, the present, and the future of the different kinds of media. Welcome students' ideas and invite them to jot down their initial ideas about the guiding question. Invite one or two volunteers to share their initial thoughts with the whole group

Activity 2

Ask students to read the instructions in the activity and, in their groups, choose the focus and title of their episode. Explain that this will be a collaborative production and that it is very important that the groups communicate their ideas of episodes for the podcast to be coherent and to avoid repetition They also have to think of a logical sequence for the episodes and create a title for the podcast

Activity 3

Brainstorm what students remember about podeasss This is an important moment for them to understand what exactly they are expected to do. Instruct students to concentrate on the basic characteristics of the genre In order to ensure that every episode is consistent and part of a whole, ask them to do their research and share their findings with the whole group.

Tip

The following sites on the creation and main tentimes of podcasts may be recommended.

- Blogging.com, "How to Start a Podcast the 2013 Best Guide for Beginners" http://ttd///legs.ttm/
- Justinjackson.ca, "How to Make a Podcast cand Submit It to Munes)" http://ftd.li/2uv6hr.
- The Podcasters' Studio, "Podcasting 101 How 1) Start a Podcast (2020)". http://ftd.ii/2e6b9u.

Ending

After students have done their research, even the main features of a podcast and define as a show which characteristics should be evident in all etal, ites

Lesson 2

Contents

- 1188
- n Phrases to manage a conversation
- n So and such

Objectives

- Read the definition of bias and identify their own biases when analyzing a photo
- » Read a conversation and identify opin on about media bias
- » Phrases to manage a conversation
- > Use so and such appropriately

Materials

- ₱ Student Handbook, pages 56-57
- » Audio track

Class Plan

Beginning

Divide students into two groups and explain to them that they have 2 minutes to create a pose and the context behind it. When the 2 minutes are over, ask one of the groups to be the first to strike their pose and invite the other group to guess what the context is

Developing

Activity 1

With books closed, ask students what they usually like for not) about seeing images. Next, ask them to look at the image in the activity, take individual notes, and then share their opinions with a classmate.

Activity 2

Ask students to read the definition of bias and answer the question in pairs or trios. Encourage them to talk about personal experiences that may have led them to interpret the picture the way they did.

Extra Activity

If you find it relevant, expand on and a second students to complete what the propagation intention may have been and what kind on news story it might be it is training for a year students to write two different captors, his the picture, an objective and a creative one

Activity 4

Ask students to draw a line where Letic a file file.

Polly and draw a star where Polly changes the subject.

Activity 9

With books closed, play the words in the audio one by one and encourage students to say a sentence with them. Play it again so students can do the activity

Audio Script • Track 19

although - but - coat - come - does hope - throw - young

Activity 11

Elicit what students know about **debates** and say the following statements for them to correct

- Debates are informal discussions. (Formal.)
- > There are two sides debating and they may detend the same position. (Sides defend different points of verve.)
- There is no time limit for participants to explain their ideas. (Two minutes is the usual time allowed.)
- It is okay to interrupt when the other side is speaking (You should wait for your turn.)
- Debates have no winners. (The side that has more consistent arguments wins.)

Allow students some time to do some research and begin the debate.



If you find it appropriate, allow students some time to look at the information at http://td ir ./p. as

E on to moneral man.

E on to moneral man.

Suma es Bellia et on order o

ews if the sentence is wrong, it is take he use the following headlines

, to have a Healthier and More Productive

Girl from Wyoming Sleepwalks into Neighbor's House

*Elenora Gilmore Wins Best Singer Category at the

Appendik

Activity 1

Perioda anuner

Activity 2

Fam 15 5 0 .870

Think Tank

Promite and wers

- res No it lura in paper a parr of human nature
- Vor necessary the problem comes which we in his that we are not that where he are not
- · fed and that what this last placest

Activity 3

Affair we read crues of the read or the care to be everable read or the of the read or the office of the read or the office of the read or the office of the

Activity 4

Interruption: "Somy to starrupt"

Change of subject. Enters (4022)

Activity 5

Polite interruption: Sorry, but I just wanted to say
Before you continue, ..., Can I just and that
Changing the subject: That reminds me..., Speaking of ..., By
the way

Activity 6

a 5,7, 5 50 0 50 0 500

Activity 7

a s./h, b so

Activity 8

a) so, such; b) such, so; c) such, so; d) so, such

Activity 9

laul (so)	IN (Su
throw	but
coat	young
aithough	does
hope	come

Activity 11

Personal answers.

UNIT 5 • So, So Much, So Many, Such a

Contents

» So, so much, so many, such a

Objectives

- » Review and expand the grammar content from unit 5
- " Practice using so, so much, so many, such a

Materials

- » Student Handbook, pages 226-227
- Cards or pieces of paper with nouns and some adject ves related to these nouns but in separate cards pieces of paper, for example, tiger, strong, big, fast; rabbit, cute, small, shy, etc. (one word per student)
- » Dictionaries (printed or online)

Class Plan

Beginning

Write "so" and "such a" on the board. Ask students what they are used for (to emphasize something or indicate how extreme it is). Give each student a card or piece of paper with a noun or adjective. Ask students to walk around the classroom and find words that could go together (e.g., tiger and strong). Once they find each other, they have to say a sentence using so or such a (e.g. "Tigers are so strong.", "Such a strong tiger.")

Developing

Activity 1

Organize students into pairs and allow them some time to complete the activity. When they are done, check the answer with the whole group. Make sure students understand when to use each expression

and ask them to give other examples. Write their suggestions on the board.

Activity 2

Ask students to read the sentences and choose the correct alternative individually. Have them compare answers in pairs and check with the whole group

Activity 3

Have students read the instruction and the sentences. Answer any questions and allow them some time to complete the activity. Ask them to compare answers in pairs and check the activity with the whole group. If time allows, ask some students to write the complete sentences on the board.

Activity 4

Organize students in pairs to brainstorm the words together. When they are done and if time allows, have them compare their words with another pair. Ask some students to share their words and write them on the board.

Ending

Activity 5

Have students work in the same pairs to write the example sentences. Ask some pairs to share their sentences with the group. Answer any questions students might have.

Answers

Activity 1

d

Activity 2

a) such a; b) so; c) so; d) so many

Activity 3

a) so much, b) such a; c) so, d) so many; e) so

Activities 4 and 5

Personal answers



Lesson 3 | Part 1

Contents

- Sounds /ou/ and /a/
- Depate
- > News report
- Ditizen journalism

Objectives

- >> Sounds /et/ and /N
- Participate in a debate about trusting what we see on the internet
- » Listen for the main ideas of a news report about how journalism is changing

Materials

- Student Handbook, page 58
- Audio track

Class Plan

Beginning

Ask students to make a list of 10 professions they consider interesting for whatever reason. When you feel they have had enough time, stop them and elicit some of their ideas. Then say "I gather information on specific subjects, people, events, or occurrences and I present the information in a report form for the press, rádio, television, internet, public relations division of a company, or other institutions. What am I?" (journalist).

Developing

Activity 2

Ask students which subjects they have selected and, as they share their choices, elicit their opinions about those topics. Do not say the correct answers until they have listened to the audio.

Activity 3

Play the audio once and ask students to check their predictions. Talk to them about citizen journalism. cliciting what they know about it and encouraging them to do some quick research on the internet.

Audio Script • Track 20

Narrator: There was a time when news wasn't news until it appeared in a credible newspaper

Now, news is anything on your would media timeline, but who do you trust/

Ayanda: I think the news and the paper, are more accurate, so I don't believe everything I hear on

Moshe: Social media is more irrirnediate and things. happen as they go, so it's real-time news Mfundo: I think you have to be, like, qualified to be a journalist. It's not something you can just, like, go Narrator: Traditional journalism has become more reliant on citizen journalism. Often citizens have released

stories and information online before traditional news organizations, which has its pros and cons Kashiefa: Social media and citizen journalism has impacted on traditional journalism in a big way We are definitely more on our toes, we have to pay attention to various things, various platforms because the citizens are the ones telling us those stories now, but we definitely need both to tell a complete story. So we, as journalists, you still have to verify absolutely everything, even though it might be a great story, it might not be true. So, we always

Expresso Show. "Citizen Journal sm vs Traditional Journalism" YouTube, October 20, 2015. Accessed on January 26, 2020 http://www.youtube.com/watch?v=uM-Xm27-a54 Excerpts from 0:27 to 0:48, from 1:07 to 1 47 and from 1 53 to 2 02

Language Variation

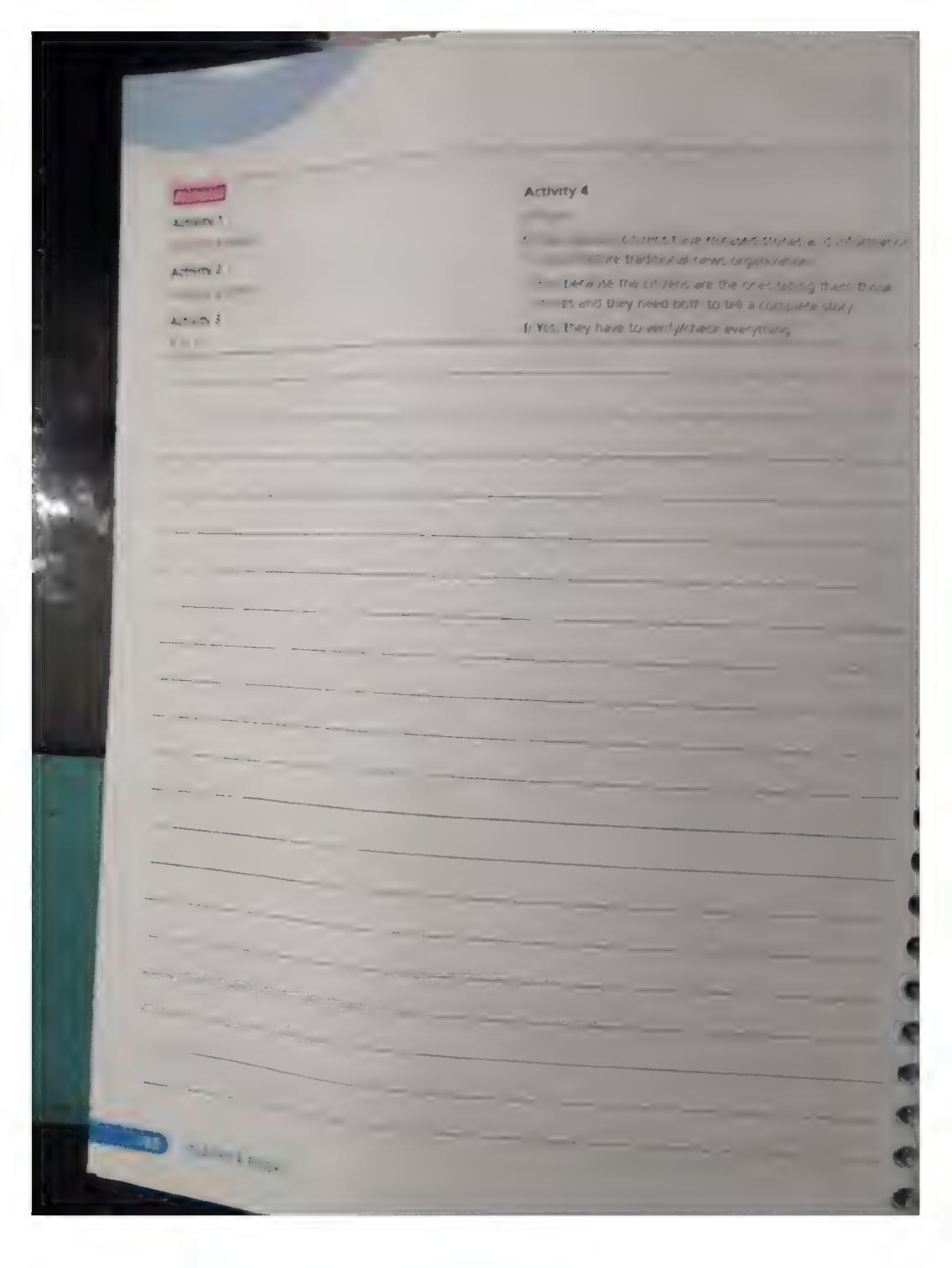
have to check out that.

The variant of English spoken in South Africa is in many ways close to British English The letter rat the end of words such as newspaper and our, for instance, is hardly pronounced On the other hand, the letter r at the beginning of words is more strongly pronounced than in American or British English

Activity 4

Before you play the audio a second time, ask students to read the questions and underline the key words which will help them focus on the information they need

Ask students what they liked about participating in a debate and talk to them about what they have learned both in terms of group dynamics and the opinions expressed in the arguments themselves



UNIT 5 • News and Headlines

Contents

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Objectives

- * Review and expand the language content from unit 5
- > Analyze headlines and piece inews

Materials

- ⇒ Student Handbook pages 269-270
- Newspaper headlines in English (short headlines)
- * Computer lab or devices with internet access (to search news; alternatively, you can print out some news of the day, one piece of news per pair of students)

Class Plan

Beginning

Show students some short headlines. Write one headline on the board, for example, "France Wins the World Cup." Organize students into pairs and ask them to write a sentence for this headline providing more information on the event (e.g., "France's national soccer team beats Croatia by 4-2 in a thrilling game"). Ask students to expand the headline as much as they can, adding extra information. You can provide a different headline to each pair of students or the same headline to the group

Developing

Activity 1 - Preparation

Ask students to read the instructions and the piece of news individually. Have them try to answer the questions without writing anything

Activity 2 - Interaction

Organize students into pairs and ask them to read the instructions. Ask them to talk about the piece of news in activity 1, considering the questions provided. At the end, open up a discussion for the group.

Activity 3 - Interaction

Rearrange students into other pairs. Explain that they need to search for some news of the day in English) and choose one item to analyze. They should use their own devices, or you can take them to the computer lab. You can previously select some news website students can search on or allow them choose. We recommend that you encourage them to search news from as many different places as possible where the English language is used for communication (e.g., Nigeria, India, Hong Kong, New Zealand, Ireland, etc.)

Each student choose a news article, analyze it, and recommend it to their classmate. They should explain their analyses and justify why they are suggesting this article to their classmate.

If you are working with printout articles, the pair analyzes the piece of news together. Then students walk around the classroom to talk to each other and suggest the piece of news they have just read.

Ending

Invite some students to share their analyses with the whole group. Conduct a discussion on the importance of being critical when reading the news.

Answers

Activity 1 - Preparation

Suggested answers:

- a) They are from online newspapers
- b) 1. Video games; 2. Filipino women; 3. medicaments and corona virus; 4. virus drug Remdesivir; 5. A giant pumpkin.
- c) 1. Children and the owner of NERDtorch Cafes; 2. The Filipino women; 3. The Indian Air Force; 4. Hospitalized COVID-19 patients and monkeys; 5. A couple in North Taierl farm.

Activities 2 and 3 - Interaction

Personal answers

Lesson 3 | Part 2

Contents

clauser

» Defining relative claum, vs. non-defining relative

Objectives

Use relative clauses and non-defining relative clauses

Materials

" Student Handhook, page 59

Class Plan

Beginning

Write the relative pronouns "which," "who," "where," when " on the board. Divide students into groups of three of four Give them 4 minutes to write affirmative entences not questions, using each of them. Tell through to keep their sentences for the ending activity of this class.

Developing

Activity 6

instruct students to read both example sentences catefully and think about what is similar and what is

Activity 8

Explain to students that they may look at the previous activities and check the Grammar section at the end of the book if they feel they need monssupport to do this activity.

Often tuning

If you have a mixed ability group, make small groups by putting together one or two students. who are good at grammar with students who have more difficulty. Invite them to do activities 8 and 9. together, encouraging stronger audents to explain the answers to those who need more support.

Ending

Address students to page 120 of their books and instruct them to individually read the two notes on defining relative clauses and non-defining relative clauses. Ask groups to read their sentences from the beginning activity and check if they used the relative pronouns correctly. Then ask each group to read their sentences aloud and check with the whole group.

Answers

Activity 5

a) who; b) which; c) where; d) when

Activity 6

a) 2, b) 1; c) 2

Activity 7

a) non-defining relative clause; b) relative clause

Activity 8

a) ND; b) D, c) ND; d) D

Activity 9

a) where; b) who; c) when; d) which

UNIT 5 . Traditional News and Social Med a

- - - -

3.

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suddenly it becomes every node on the network's responsibility. We're all having to learn a pattern of behavior that we're all responsible for the propagation of this content.

Big Think, "How Social Media Killed Traditional News," YouTube January 21, 2017. Accessed December 2, 2019. https://www youlube com/watch?v=4oPj7hjPNht&feature=youtu he Excerpt

Activity 4

Organize students into small groups and address them to the activity. Invite a volunteer to read the questions and check if all students understand them. Allow groups enough time to discuss their opinions.

Ending

Have students write down some of the things they already do to become more responsible when sharing content on the internet. Then ask them to list at least three new attitudes they could take to share only real information or avoid spreading fake news.

Activity 1

Personal answers.

Activity 2

a) T; b) F; c) F; d) T

Activity 3

- a) top-down,
- b) a contributing node;
- c) difficult; d) all

Activity 4

Personal answers.

Lesson 3 | Part 3

Contents

- Citizen journalism story
- » Presentation

Objectives

» Pian and record a news story

Materials

- » Student Handbook, page 59
- » Students' video devices

Class Plan

Beginning

In small groups have students brainstorm and comment on the craziest situations they have watched reporters go though on television or internet media. Invite them to share the best stories with the rest of the group.

Daveloping

Activity 10

It might be interesting to ask students to Mr to their initial ideas individually at first and then discuss their suggestions with the group. Next, have them decide which news story they would like to cover and who can be interviewed by them. They may act it out as if they were someone who really is involved in the news. If you feel students need some support to get started, brainstorm topics they could work an within the following subjects: family and friends news, their school or community news; national news; sports and entertainment news.

Ending

Ask students to present their news stories to other groups and give one another feedback on the interview.

CLIL PROJECT How Has the Media Evolved? | Part 3

Contents

» Evolution of the media

Objectives

- » Rehearse and record a podcast episode about the past, present, and future of the media
- » Use on the tools to edit the podcast
- » Fromote the podeast

Materials

- m Student Handbook, pages 104-105
- " Compliter ab or devices with internet access

Class Plan

Beginning

Activity 7

Ever can there a an editing stage rehearsing is key A dents enough time to rehearse and monitor TET ASSE OF DING with fluency and pronunciation. That it. I save a lot of editing time

r. der ts in it they might even be more contacted is they know the script. However, it is " pur princh an ight that they at I not simply read a TO AT HE BEET HE

Also explain that, depending on the format they choose, there will be moments of spontaneity.

Developing

Activity 8

Editing can be time consuming, so it is important that students find an effective yet friendly tool to use. The audio editor and recorder Audacity at https://ftd.li/dkg3uu may be an option. As each participant will contribute by using their personal skills, it is expected that some will be more at ease and have more interest in tasks like this than others.

Ending

Activity 9

Where the students' podcast will be uploaded will depend a lot on what has been previously agreed at school. Decide with the group and the school how this product can be made available. If the school has a website or a web-based collaborative platform, decide if the podcast will be accessible only within the school community or not.

Encourage students to create a logo, an introduction, and a tagline, aimed at attracting people's attention to their podcast and promoting their work.

CLASS

Lesson 4

Contents

- 20 140 34
- 49 (* .

Objectives

Materials

Se Coffee Car Strate Land Comment

Class Plan

Beginning

As my who office to have about any of the part feet dopped to be on the about any of the country of the country

Dove up 13

Act .vity 1

h protect

Activity 5

Application of the group whose heading that, our many and the group terms of the group terms of the group terms of the group terms and make and the properties before handing the American process of the terms to say an area to the group whose heading that, our many by invite them to say how suitable the news, our many of their east of

Site Andrian the Name by the fourthm

A y to specify to make the characters of the constrainth of the constraint of the constr

Ending

Transport of four and ask shaden's to share what they are the mass are strong or this unit was are; what they would add to it

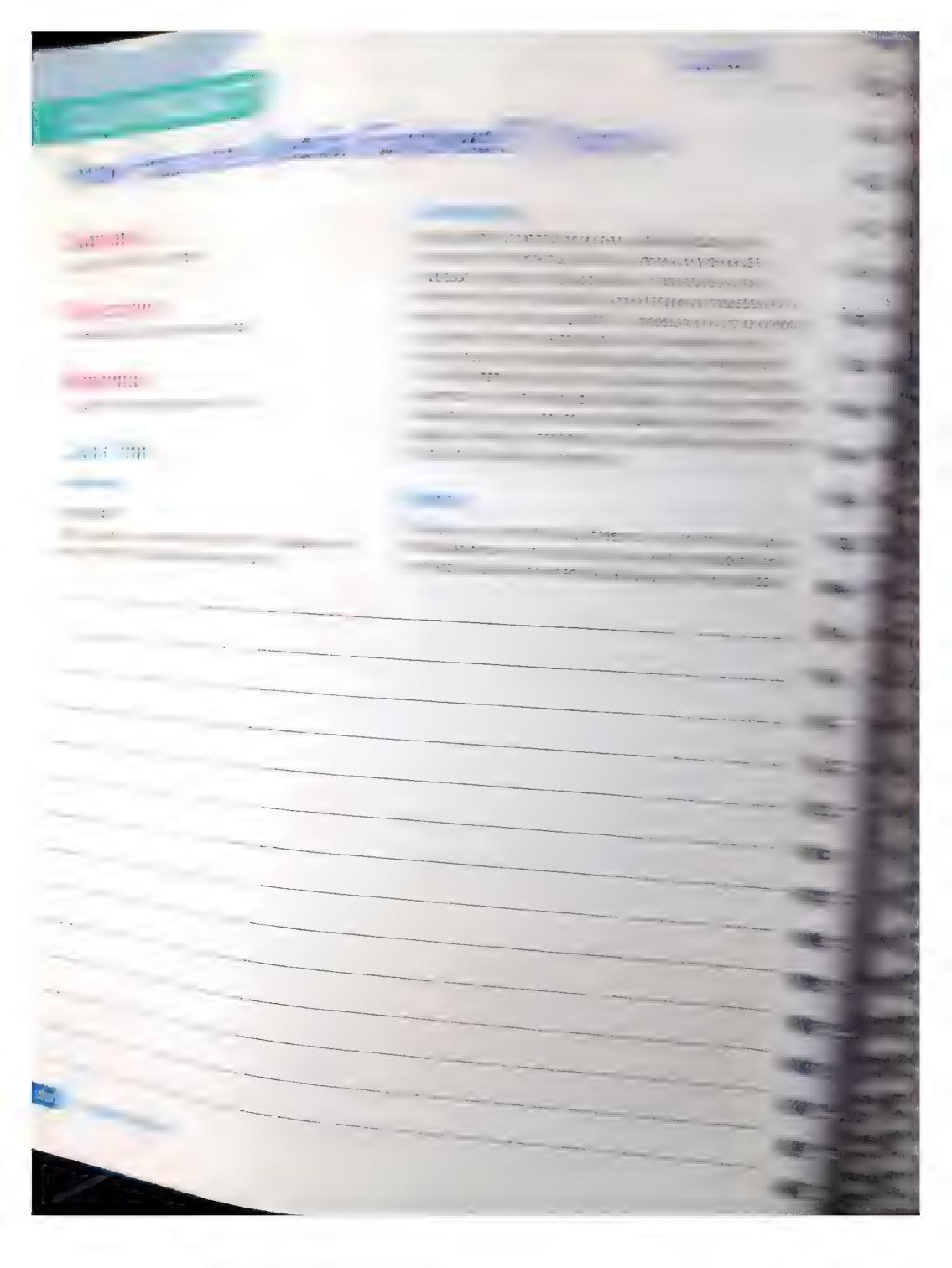
Activity 1

s in a second second

. grange Performance Angers Fans

Activity 2

- 311 1 4 11 11th
- Activity 3
- in , A hour
- Activity 4
- A come of the same
- Action of the





UNIT 5 . News and the Media

Contents

A SAME PROSE

Objectives

- * Review and extrand the language content from unit 5
- m Talk about news habits
- m Play a broand dame

Materials

- e Student Handbook, page 271
- w Dice cone per pair of students)
- * Paper clips or other small items to be used as counters

Class Plan

Beginning

on the board "About four in ten Americans often get news online." If possible, show students the charts available at https://ftd.lu/yxj29o. Ask students if they think this trend is similar in Brazil. Finally, ask them how they or their family keep informed



Not can text some data about news consumption in Ria: at the following ink

Maximum se informa " http://ftd.himule.h

Developing

Activity 1

Organize students into pairs or trios. Explain to them they are going to play a board game about news habits. First, they have to look at the board and read the questions or inputs. Tell them they have a few minutes to think about them. Set up a short time limit (1 or 2 minutes) and ask students to get ready to play.

Ask students to use one board to play. Give students dice and counters (any small objects) to be used in the game.

Each player puts their counter on the START. The first student to play roll the dice and move the counter forward according to the number shown on the dice and answer the question. If the counter lands at the bottom of the ladder, they can move to the top of it. If the counter lands on the top of the line, they must slide down, to the bottom of the snake. The first player to get to the FINISH is the winner. Check that students understand what they have to do. Go around the classroom to monitor and help them as needed.

Ending

Invite some students to talk about what they found out about their classmates news consumption habits. Encourage them to make complete sentences about their classmate's answers.



Activity 1

Personal answers



UNIT 5 • Where Do You Get Your News From?



Contents

- » Parts of a news item
- » Bias in news items

Objectives

- » identify the parts of a news item
- » Learn how to identify bias in the news
- » Do research and try to identify bias in news items

Materials

- > Student Handbook, pages 192-194
- » Bilingual dictionaries (printed or online)
- » Computer lab or devices with internet access

Class Plan

Beginning

Point to the title question and let students talk about it in small groups. Have them talk about different kinds of media (e.g., newspaper, social media, TV) and media outlets (e.g., BBC, CNN, Globo). Ask them about the frequency they read the news, their impressions of how accessible and interesting it is for them, and the importance of having such a habit.

Developing

Activity 1

Ask students to look at the picture for a few minutes and try to identify the parts of the news item without referring to the options. Explain to students that this activity will help them get familiar with some terms. Let them work in pairs to label the parts of the news item. Elicit and write the answers on the board.

Activity 2

The objective of this activity is to help students infer the meaning of the word bias from context. Allow students to use L1 to explain the word if they struggle to do so in English. If necessary, allow them to read the definition from a bilingual dictionary. Elicit some examples from the group to help clarify the meaning of the word.



fru can read or show students the following definition from a mono, ng ial dictionary

bias

inclination or precides for or against one person of group, especially in a trait considered to be unlar

> triber St. Dan " destroyed by 198 to a littles bowy leaker com white out as

Activity 3

Allow students some time to brainstorm some ideas that can be useful to identity bias. They may have already talked about selecting reliable sources of information when doing research, which may be useful at this stage. Collect students' contributions and writethem on the board to the the next activity

Activity 4

Before students do the matching activity, show them the possible headings and have them try to understand what suggestions each one communicates. Let them try to explain and describe these headings. Next, have them read the text individually and match the headings with the paragraphs. Warn them about the two red-herrings that work as distractors. Have students check their answers in pairs, elicit them and write them on the board. Ask them if their predictions in activity 2 are similar or different from the suggestions presented in the text. Ask them which of these suggestions they already employ and which they should implement more often.

Activity 5

Explain to students they are going to put the suggestions from activity 4 into practice. Have them read the instructions and answer any questions. In their groups, students should first list and then vote on a single news subject. Remind them that it should be a current and relevant subject that will be easily found in the news in English. Everyone in the group looks for pieces of news that cover the same subject They should use different media and news outlets. Ask them to compile all the items found in a single document that can be shared with the group later. It can be a physical page or a digital one. Allow them some time to research news online. Students can use their own devices, if possible. Once they research different news items of the same subject, they use the suggestions proposed in this class to identify bias in those pieces. It is important to allocate a specific

amount of time for each stage of the process so that they can managed their time better and avoid losing focus. Have students share their findings with the whole group

Tip

other rearch engine to find different pieces of news about the same subject. It may also be useful when choosing the subject. Since it is possible to filter the news by region, we suggest that you encourage students to look for the subject in different countries and not only the United States or England.

Ge Further

Answers

You may find useful information at the following link.

Fair, "How to Detect Bias in News Media": http://
ftd.li/avg4v7.

Ending

Activity 6

This is a discussion moment to wrap up the class. After having analyzed some news items, students should be better able to express an opinion on the subject. Give them some time to exchange ideas in small groups before opening up the discussion. If necessary, you can ask them further questions to gear them towards the main discussion, such as the ones below.

- How can a headline influence the reader's perception of and reaction to a piece of news?
- Why should we always try to find bias in the news sources?
- Why should we read about the same subject in different sources?
- What should a reporter do to present news in an unbiased way? Is it even possible?
- Do you think the news should be unbiased?



Activity 2

Personal answers.

A simple definition of bias is provided in the box Tip on page 172.

Activity 3

Personal answers.

Activity 4

- I. Look at the headline (d)
- II. Look for exaggerated or colorful language (a)
- III Check out the images to look for bias (f)
- IV. Make a list of the sources in the article (b)

Activities 5 and 6

Personal answers.

UNIT 5 • Blackout Poetry

Contents

- **Blackout** poetry
- » So and such

Objectives

- » Decide which words to delete and which to keep
- » Explore alternative word connections
- » Comment on poetry

Materials

- > Any printed text in English (ideally different texts per student - these can be from old books, a newspaper or magazine articles, extra copies of texts that are not needed, printouts of a text, etc.)
- » Pencils
- Thick and thin black markers (at least one of each per pair of students)
- Colored markers (optional)
- » Scissors (at least one of each per pair of students)
- » Pictures of blackout poetry (black and colored ones, easily found online; printed or to be projected)
- » Sticky notes
- » Sturdy paper, such as card stock, to mount the artwork on (optional)
- » Glue (if mounting on sturdy paper)
- » Computer lab or devices with internet access (optional)
- » Video: "How to Make a Newspaper Blackout Poem," Austin Kleen, available at http://ftd.li/yu2uvj (optional)

Class Plan

Beginning

Write "blackout poetry" on the board and ask students if they know what it is and encourage them to share some ideas. If they do not know, ask them to guess based on the name. Show some images of this type of poetry to students. Organize them into pairs and have them discuss what they think it means and how this

Developing

If possible, show the video "How to Make a Newspaper Blackout Poem" to have students check their ideas.

Check students' comprehension by reviewing the steps shown in the video. If video access is unavailable, elicit possible steps to creating a blackout poem, and compare them with Austin Kleon's. You can write his steps on the board or project it.

- 1. Get inspired (by looking online using hashtags such as #blackoutpoetry or #newspaperblackout)
- 2. Get a newspaper (or other text) and some markers
- 3. Pick a section and article (or any part of the text)
- 4. Box the words you like (first with a pencil, second with a thin black marker)
- 5. Black out the words you don't need (with a thick black marker)
- 6. Save your poem
- 7. Optional: Share your poem!

Kleon, Austin. "How to Make a Newspaper Blackout Poem." Youtube. September 21, 2015 Accessed August 6, 2020. https://www.youtube.com/

watch?v=wKpVqoGr6kE, Excerpt from 0:00 to 1.24 (Based.)

Check if students understand what they need to do, ask "Do you have to read every word of the text to make a blackout poem?", "Should you read the text from start to finish?" (No.) Explain to students that, when they flip through a newspaper or scroll through news articles online, they are practicing the skill of skimming - getting the gist of a text by glancing over it quickly. This time, rather than trying to learn what a text is about, they are scanning for words of interest, circling them in pencil, and then connecting them with other words of interest.

If possible, compare Austin Kleon's blackout poetry with some other examples from the internet. Ask "Does the background have to be black?" (No, it can be a drawing, lines, or anything!) Depending on the examples provided, have students notice how artists use lines and drawings to guide the reader's eye from one word to the next, usually (but not always) from the upper left to the lower right, as is the standard in English. Also, help students notice other things that artists do to play with and manipulate the words, such as borrowing an s from another word to make a plural or third-person verb



Blackout Poetry

Author Austin Kleon, suffering one day from writer's block, glanced at a stack of newspapers and decided to "steal" some words, a few at a time. He began sharing these newspaper blackout "poems" on his blog and eventually in the book Newspaper Blackout. Many other artists and writers throughout history have gleaned words from texts, sometimes embellishing book pages with intricate drawings, cutting and rearranging a piece of text, or even choosing words at random and creating spontaneous poems. With Instagram and Snapchat, blackout poetry - also called erasure poetry or found poetry - has become a popular activity for people of all backgrounds and skill levels. It remains an interesting way to interact with a text and create something new from other people's words.

Have students work individually on their blackout poems, blacking out or decorating the page however they like. They can mount their finished pieces on sturdy paper and display them.

Do not worry so much about grammatical correctness at this moment. Blackout poets working in their first language often break grammar rules to express a point. Instead, praise successful groupings of words and various kinds of creative expression.

Ending

Display students' blackout poems in the classroom and have them browse through them like in an art gallery. Provide students with sticky notes and instruct them to make a "comment" on at least two that they like, using the words so and such (e.g., "That's such a beautiful drawing!", "This poem is so unusual and fun!",

Alternatively, students can do one of the following options.

- Have students take a picture of their blackout poems and upload them onto a digital platform shared by the class, if available. Assign a homework task of commenting on at least two poems with so and such
- Rather than commenting on others' work, have students share in pairs how they felt about creating this kind of poem. You can encourage them to use the words so and such, e.g., "This is such a different way to write.", "It's so challenging to select the words at first." Ask for a few volunteers to share their impressions with the group.

Go Further

- TEDx Talks, "Steal Like an Artist: Austin Kleon at TEDxKC": http://ftd.li/56q62p;
- Art Form You Can Try at Home Right Now": http://ftd.li/m7ggba;
- Amy Patrick, "Blackout Poetry": http://ftd.li/c72p4d.

CLASS

Lesson 1 | Part 1

Contents

.

Objectives

Materials

7 1465

Class Plan

Beginn "

Write "Is it real or faxe?" on the board. In small groups, the students write a definition for the words real and fake. After a few minutes, invite some volunteers to

Developing

Activity 1

Activity 2

them to begin their sentences with "I think" or "In my opinion" Before students move on to the next activity, invite them to share their opinion.

Activity 3

Ask students to read the two extracts from the article very quickly just to check whether their predictions were correct. Next, ask them to read it more carefully a second time and underline what the lie was in each event. Allow them to use a dictionary the second time to use a dictionary the second time.

they read by asking them what imprised them



The Trojan Horse

Iroy was an ancient city in current Turkey which was at war with Greece. It had a very high wall and the Greeks could not find a way in. To do so, Greek soldiers built a huge horse and they got in it. The Greeks offered the horse as a peace offering to the Trojans, who accepted it and pulled the horse inside the city. At night, when everyone was sleeping, the Greeks soldiers overpowered the Trojans and won the war.

Watergate

Watergate was a big political scandal during the 1972 presidential elections in the United States that became famous. There are two main political forces in the US: the Democrats and the Republicans. The headquarters of the Democratic National Committee in the Watergate Hotel were broken into. Documents were stolen and phone lines were tapped. A consequence of this scandal was the resignation of the Republican president, Richard Nixon, who had denied being involved in the scandal.

Students may get more details by reading http://ftd.li/yggaax

Activity 4

After checking students' answers, ask them the following questions:

The Trojan Horse

- What was the gift?
- Who was hiding inside it?
- > What was the consequence?

Watergate

- Who was the president involved?
- Who was being spied on?
- What was the consequence?

CLASS

Lesson 1 | Part 1

Contents

- » Quotes
- Article extracts

10

Objectives

- » Read and analyze some famous quote about lies
- Read part of an article to check predictions

Materials

- ⇒ Student Handbook, pages 64-65
- » A dictionary

Class Plan

Beginning

Write "Is it real or fake?" on the board. In small groups, have students write a definition for the words real and fake. After a few minutes, invite some volunteers to share their definition.

Developing

Activity 1

Allow students some time to read and think about the quotes. Ask them to tell a classmate why they agree or disagree with the quotes. Encourage them to give examples supporting their opinions.

Activity 2

Ask students to write down their guesses. Instruct them to begin their sentences with "I think" or "In my opinion." Before students move on to the next activity, invite them to share their opinions.

Activity 3

Ask students to read the two extracts from the article very quickly just to check whether their predictions were correct. Next, ask them to read it more carefully a second time and underline what the lie was in each event. Allow them to use a dictionary the second time they read the texts. Invite students to comment on

what they read by asking them what surprised them the most in it.



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- > Who was hiding inside It?
- > What was the consequence?

Watergate

- > Who was the president involved?
- »Who was being spied on?
- >What was the consequence?

And the second of the second retire to a second to the to we start to answer Not the first of the state of

Edin

in part indue students say that inniences about things they have been through in the Dine sentence has to be real and the other one has to be false. Their classmates

have to guess which sentence is the real one. Look at the following example

- Last vacation i went to Rio de Janeiro (true)
- 1 have two sisters (faise)

Activity 1

Personal answers

Activity 2

Personal answers

Activity 4

a) W b) TH, all W d, Th

Lesson 1 | Part 2

Contents

is Simple past vs. present perfect.

Objectives

» Compare simple past and present perfect

Materials

₱ Student Handbook, page 65

Class Plan

Beginning

Ask students to write down three activities they enjoy doing in their free time and two or three reasons why littley are good activities

Developing

Activity 5

As this is basically a review, ask students to read the instructions and do the activity individually

Encourage students not to ask any questions and, to reassure them, explain that you will be correcting the activity in 2 or 3 minutes

Activity 6

After checking students' answers, invite them to explain the use of the tenses in activity 5

Charles de la contraction de

If you feel the students need more support, go through the sentences in the fact file and talk about why each one uses the tense it does and compare how the meaning changes with different tenses "the voteste in verial trace " it that the state is the s. I feet."

"He has writter, several heras" require, he may ha

Activity 7

Discuss the answers with the whole group, eliciting why each tense is being used in each statement.

Next, elicit other statements in the simple past or in the present perfect about a famous politician. As Richard Nixon died in 1993, the number of years in alternative b may be different depending on the year the book is being used.

Ending

Play a guessing game with students. Form small groups and invite them to write five sentences about a famous person.

Each group should read their sentences from the least to the most obvious for other students to guess who they refer to.

Answers

Activity 5

Simple past: lied, was, was, resigned, wrote, created, arrived, wasn't

Present perfect: has been, have lost

Activity 5

a) present perfect; b) simple past

Activity 7

a) was; b) has been; c) didn't prepare, sold; d) hasn't got out; e) Has McFarland written; f) Did Nixon resign

UNIT 6 • Simple Past vs. Present Perfect GRAMMAR

Contents

» Simple past vs. present perfect

Objectives

» Review and expand the grammar content from unit 6

- » Practice using the simple past and present perfect
- according to each situation

Materials

- » Student Handbook, pages 228-229
- » Cell phones (optional)

Class Plan

Beginning

Review the simple past with students. Set up a time limit (e.g., 1 minute) and ask students to write down as many verbs as they can. Allow them another minute to come up with time expressions related to the past. Ask students to sit in pairs and compare their lists. Call out a student and ask them to say a verb from their list. Ask another student to say a sentence using that verb and a time expression from their list. Ask different students and make the activity as dynamic as possible. As they say their sentences, write them on the board and check their understating of this verb tense.

Write one or two of the students' sentences in the present perfect (e.g., "I went to the gym yesterday" - "I have gone to the gym for months"). Ask students what is the difference in the situations and answer any questions.

Developing

Activity 1

Ask students to read the headlines. Ask them to identify which one is from fake news ("Woman gave birth to 17 boys yesterday"). If you have time, they can use their cell phones to access the internet and check. Ask them to identify the verb tenses in each sentence. Students should read the alternatives and match each sentence with the corresponding headline. Check the answers with the whole group and answer the difference between each verb tense if necessary.

Activity 2

Ask students to complete the chart with the time expressions from the box. When they are done, have them compare their charts in pairs before the correction with the whole group.

Activity 3

Ask students to read the instruction and, if necessary, answer what they need to do. They have to match the questions with the corresponding answers. Explain that they need to pay attention to the context. Have them compare answers in pairs. Ask some pairs to read the questions and answers aloud when checking the activity with the whole group.

Activity 4

Ask students to scan the paragraph and ask them what it is about. Ask them to ignore the gaps for now and focus on key words (e.g., UFO, light, yesterday, rumors, alien, scared) to identify the main idea. Then have them read the verbs in the box and complete the paragraph using the correct verb form. Invite a student to read the paragraph aloud to check the activity. Write the verbs on the board.

Ending

Write "Yesterday I ..., You won't believe this! I've ... recently ... but I've never ... Then ... " on the board. Set up a time limit (e.g., 2 or 3 minutes) and ask students to complete this sentence with their ideas. Ask some students to read their stories.

Answers

Activity 1

I. b; II. a; III. a; IV. b; V. b; VI. a

Activity 2

Simple past: last year, yesterday, two hours ago, in 2020 Present perfect: recently, so far, just, since, for

Activity 3

a) II; b) III; c) IV; d) I

Activity 4

a) looked up; b) saw; c) blinded; d) dropped; e) shielded; f) was; g) have heard; h) have, been

Lesson 2

Contents

- n lokes
- » April Fool's Day
- » Consonant sounds

Objectives

- Listen to April Fool's Day jokes for general meaning
- M Consonant sounds
- » Talk about practical jokes and April Fool's Day
- » Present two pieces of odd news

Materials

- » Student Handbook, pages 66-67, 167
- » Audio track
- » Pieces of paper

Class Plan

Beginning

Write "practical jokes" on the board and elicit or explain the meaning (a trick played on people in order to make them look silly and entertain other people). In Brnall groups, ask students to brainstorm some practical jokes they have seen. Give them 2 minutes to come up with as many jokes as possible.

Developing

Activity 2

ask students to look at the pictures and guess what the joke was in each one. Next, play the audio so they can check their predictions and put the pictures in the appropriate order. Depending on the group, play the audio one more time and ask students to take down some details of each joke

Audio Script • Track 21

On March 31st, 1989 people on the outsierts of London haw a flying saucer descending on their city. When it finally landed, the police were called to take care of the aliens. The saucer was actually a hot air balloon that looked like an UFO. Richard Branson, the man who designed and built the balloon, wanted his balloon to land in London's Hyde Park on April 1st. However, his plan did not work as he expected.

On April 1st, 1976, Patrick Moore, an estronomes, announced on BBC that at 9.47 a.m. the planet Pluto would pass behind Jupiter. This alignment would mean that the gravitational force of the two planets would affect the Earth's own gravity, making people weigh less. Moore said that people could experience the phenomenon by jumping in the au at exactly 9:47 a.m.

A minute later dozens of people called BBC to say that the experiment had worked. The announcement was, obviously, an April Fool's Day Joke

In April 1914, a peculiar photograph was pair, thed in many US newspapers. The photo showed a man flying through the air by means of his own lung power. The caption stated that the man in the photo, German pilot Erik Koecher, was wearing a device which was a box and two horizontal rotors. Whenever he blew into the box, the rotors would revolve, and he would be propelled through the air. New York Daily News was one of the famous papers that printed the photo and the story as if it was authentic.

Museum of Hoaxes. "The Top 100 April Fool's Day Hoaxes of All Time." Accessed October 30, 2019. http://hoaxes.org/aprilfool/910

Activity 3

Allow some time for students to discuss these questions. Next, get some volunteers to share their answers, invite them to create one more question about the topic and write it down on a piece of paper.

Students could then swap questions and answer them in small groups

Activity 4

Ask students to read the two headlines and, individually, decide which one they think is a joke. Do not give them the answer yet. When they pair up, ask them to share their opinion and explain why they think they are real or fake.

Activity 5

Explain to students that there are some stickers at the end of the book which they should put in order. Allow them enough time to figure out the correct order and play the audio for them to check.

Audio Script . Track 22

Part one

Lisa: Okay, let's look at these headlines. Eric: "The Government Is Blindfolding Mountain Goats to Fly Them Back to Their Native Habitat." That's crazy!

Lisa: Let me see if I've got this right. The government is putting little blindfolds on goats, and

putting them in planes? I

Eric: I know, it's so funny. I can't believe it!

Lisa: Yeah, it's very hard to believe.

Part two

Eric: Let's look at the next one

Lisa: "Wonder Woman's Invisible Jet Now Available

In Shops!" What does that mean?! Eric: I think it's a toy, not an actual jet!

Lisa: That's impossible too, I think.

Eric: Yeah, who would buy something invisible?

Lisa: I'm really not sure. What do you think?

Eric: I think the invisible jet is April Fools' and the

flying goats are fair dinkum.

Lisa: Okay. But I want to see pictures of the goats on

the plane if you're right!

Language Variation

The expression fair dinkum in the flying goats are fair dinkum is an Australian expression which means something is real and genuine When used as a question, it means realiy? If you want to learn more Australian slang, read the article "Australian Slang: 33 Phrases to Help You Talk Like an Aussie": http://ftd.li/zfrap4.

Activity 7

Ask students to read the instructions and ask them what search terms they can use to find a piece of odd news on the internet. Allow them some time to browse the sites they find and choose a piece of real odd news Next, ask students to create a fake piece of news that also sounds really strange. Form new groups so everyone presents the two pieces of news for the others to guess which one is rea, and which one is fake.



When you have groups working on an activity that has a final product, such as the news stories in activity 7, you can increase students' talking time by regrouping them and allowing each student to present their group's work. A simple way of doing this is giving each student in a group a different number and asking them to form new groups with other people who were told the same number

Ending

Invite students to comment on the ricks stories they have heard. Was it easy to identify the fake news? Why or why not?

Activity 1

Personal answers

Activity 2

b; c; a

Activity 3

Personal answers

Activity 4

Real: a Joke: b

Activity 5

Part 1

Lisa: Okay, let's look at these headlines.

Eric: "The government is blindfolding mountain goats to them back to their native habitat. That's crazyl

Lisa: Let me see if I've got this right. The government

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Part 2

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Eric: I think the invisible jet is April Fools' and the flying

goats are fair dinkum!

Lisa: But I want to see pictures of the goats on the plane if

you are right!

Activity 6

/k/: back, can, crazy

/g/: goat, government, guess

小: shops, sure

/tf/: pictures, watching

/dʒ/: imagine, jet

LISTENING

UNIT 6 • Trojans

Contents

A video on the Trojan horse

Objectives

- Prepare to listen by thinking about the topic
- Demonstrate comprehension of general and specific information
- » Create new endings to the story

Materials

- > Student Handbook, pages 246-247
- > Audio track

Class Plan

Beginning

Invite students to play, in groups, What Do You Know about the Trojan Horse? Write down the question on the board to guide them. Set a five-minute time limit to the groups think about things they know on the subject. Give one point to each true sentence.

Developing

Activity 1

Address students to the activity. Have them read the instructions and the questions individually. Check their comprehension of language and instructions. Allow students some minutes to think and discuss their ideas with a classmate. Then ask them to share their thoughts with the all the classmates.

Activity 2

Have students read the instruction. Explain to them you will play the audio twice: a first time for them to check true or false and a second time to underline which they think is not accurate according to the audio and replace it by the correct information. Check the answers with the whole group and write them on the board.

Address students to the activity. Go through the instructions with the group. Explain to students you will play the audio twice: once for them to complete the play the audio tythe to double-check their answers. If possible, play the video at http://ftd.lv/. fr.c., 7 to ... students check their answers in pairs, ther chest vair the whole group and write them on the board

Audio Script . Track 6.1

The Trojan people poured out of the city to the beach, where they could look more closely at the structure of the Greeks. The princess Cassandra, daughter of the king of the Trojans, warned her people of this Greek gift, but no one would listen. The Trojans decided to pull the great horse inside the walls, into the city of Troy itself.

The Trojans tied thick ropes around the legs of the huge wooden horse. Hundreds of men took a hand at the ropes. Others lined up behind the horse. Whooping and hollering, laughing at the Greeks who had never been able to scale the towering walls of Troy, the Trojans tugged and pushed and pulled the huge wooden horse slowly from the beach, over the plains and through the gates of Troy. In the dark, secret passage of the wooden horse, Ulysses and the five soldiers lay quietly waiting. They could feel the horse being moved. What the Trojans had decided to do, neither Ulysses nor his soldiers knew. Suddenly, after a whole day and half a night, the Trojan horse moved no more. An hour passed, still the horse did not move. Ulysses gave a signal. The soldiers felt their way silently down the dark secret passage, following Ulysses. Cautiously, he opened the trapdoor. Just as he hoped, the Trojans had brought the horse inside the walls of Troy.

Myrtle Entertainment. "CLOUD | The Trojan Horse." YouTube. January 3, 2012. Accessed December 2, 2019. https://www. youtube.com/watch?v=9RYGQQ_qybY&feature=youtu.be. Excerpt from 2:45 to 4.34

Activity 4

Arrange students into small groups and ask them to read the instruction. Draw their attention to the last question ("What other endings can you imagine for this story?") Encourage them to be creative and make up new endings. Ask them to take notes for later. Walk around the classroom and help them when necessary.

Ending

Ask groups to show their new endings to the classmates. Tell them they can use the notes taken before as a reminder.

Activity 3 a) lestern, b) handle de, c, gates, c o my e rat t) trapdoor, g) irc, de Activity 4 4-11-15 Personal answers Activity & Control of 111.

Lesson 3

Contents

- the Head
- = Interv
- D Fass

Objectives

- Listen to an interview for main ideas and specific
- miles remember estate

Materials

- > Student Handbook, pages 68-69
- 10 4 7 V 173 K

Class Plan

Beginning

Write "Three things I could easily eat every single day" on the board and ask students to write them down and then compare their answers with two different classmates. After some time, ask students if any of the food they listed might be considered unhealthy if eaten every day and why

Developing

Activity 1

Give students time to read the headlines and decide what they have in common. Next, ask them to share their opinions about these headlines with a classmate

Intre Activity

If you find it appropriate for students, give them for 2 minutes to write a dictionary definition for the word **slim**. They should do this using only the context given and without any other support. When they finish, ask them to compare their definitions with a classmate's and to include other dictionary features, such as word category, prenumbation, and an example sentince. They can then look at the dictionary entry and compare it with their own work.

Act + 1+ 2

me students listen to the audio, ask them to read

in the students listen to the audio, ask them to read

in the students listen to the audio, ask them to read

in the students listen to the students and answers,

since backging the information of the subject and a quick
introduction of the infervence

Audio Script . Track 24

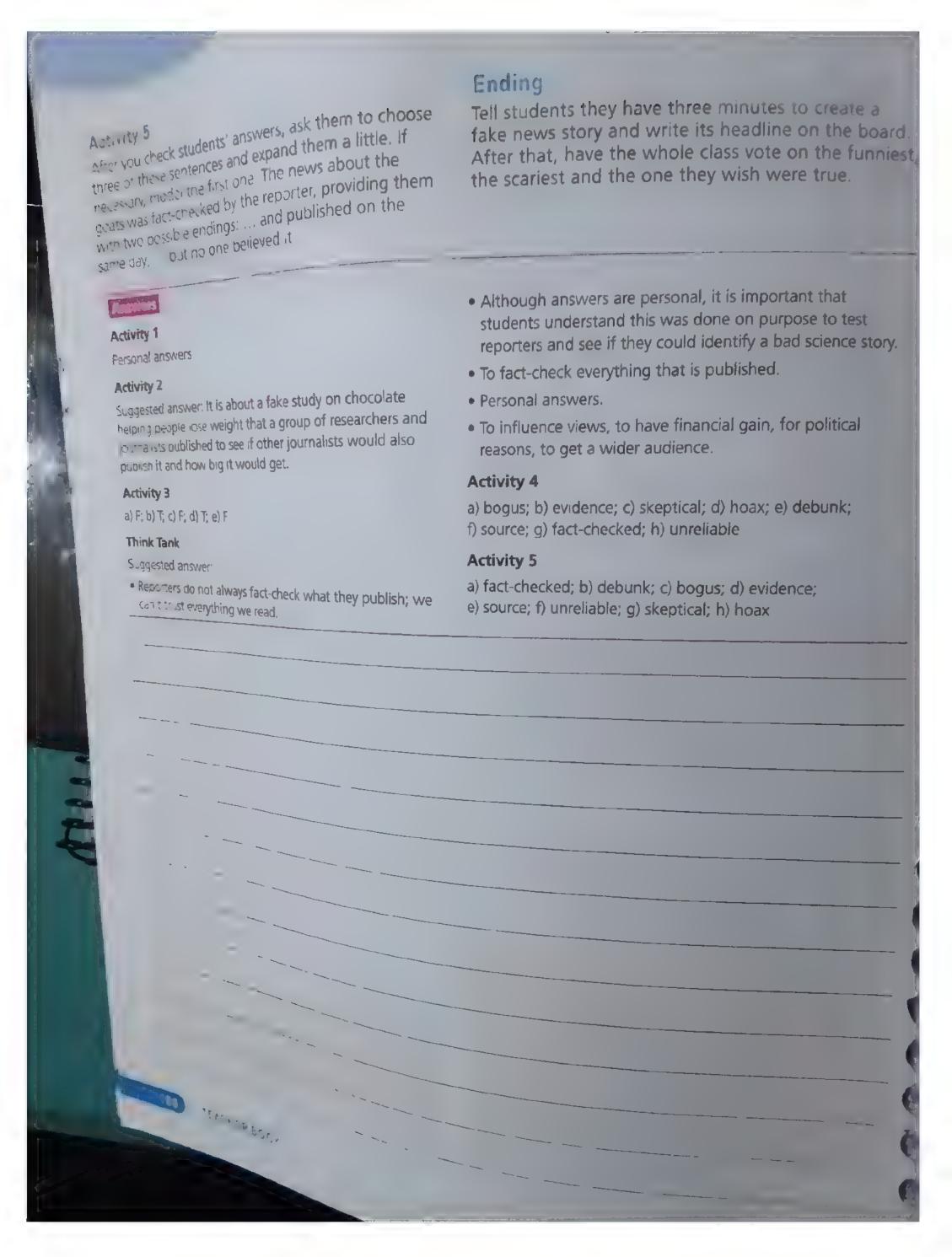
Valmir Duthiers: This was one of the biggest health houses ever Now, eating chocolate to lose weight A group of journalists and researchers came up with a bodus study just to see how easy it was for bad science to get published

Elaine Quijano: Millions were fooled. We rejoined now by one of the people who helped put it all together, John Bohannon. He's a correspondent for Science Magazine and an associate scientist at Harvard, John, thanks for being with us First tell us how did the idea for this false study come about? John Bohannon; It was the brilliant idea of a German reporter named Peter Onneken and he called me out of the blue in December last year and he had this idea for a kind of sting operation. Elaine: And how did you put it together? John: The idea was. Let's do a real study. We'll get real people and we'll test the effects of different diets and one group will have chocolate and one group won't, and we'll take the results and publish. them and we'll build a media campaign around it and see how far it goes. The catch here is that we did a really, really bad job on purpose with the science. So the question was: not whether we get published, cause I already knew that there were fake journals who would publish this stuff, but would journalists pick it up and turn it into a big story? And the sad answer is: yes, very big.

CB5N "All about the Chocolate Diet Hoax"
YouTube May 29, 2019 https://www.youtube.com/
watch?vedN7Vd2RXzDu6ite211s Excerpt from 0:00 to 1:20

Think Cont.

Check if students under for doll the questions and ask them to think about their an overs before engaging in the discursion. After students have discussed the questions in small quagis in its one soluntwess to show their an overs.





UNIT 6 • Real or Fake?

Contents

Real and fake pictures

Objectives

- Review and expand the language content from unit 6
- Describe pictures
- Identify real and fake pictures
- Develop critical thinking
- > Talk about honesty

Materials

- Student Handbook, pages 272-273
- Small pieces of paper (one piece per student, optional)
- Computer lab or devices with internet access (optional)

Class Plan

Beginning

Ask students to come up with three words they associate with fake news. List the words on the board. Ask them the following questions

- Do you like to take pictures?
- > What kind of photos do you enjoy looking at?
- What type of pictures do you keep in your family's photo albums?
- Why do people take photos?
- YDo you take many selfies?
- Who would you like to have a selfie with? Why?
- Then ask students how they feel about the pictures they find on the news or social media. Ask them how they think these pictures are manipulated. Write some of their ideas on the board

Beveloping

Activity 1 - Preparation

Ask students to look at the pictures carefully. Ask thein to try to identify which images are real and which ones were manipulated using photo-editing tware. Allow them a few minutes and have them complete the activity. Do not tell students the answe yet.

Activity 2 - Interaction

questions. Then ask them to look at the pritter a. activity 1 again. Explain that they have to describe the images to the classmate and give the mason why that photo could be real or fake. Then they can use the questions to support the conversition While they talk, go around the classroom and support their interaction. Encourage them to patry their comments

Tip

Take this opportunity to talk about honesty with the group. Ask them the following questions

- Why is honesty important?
- When is honesty difficult?
- How do you feel when someone has been dishonest with you?
- At what times do you appreciate people being honest with you?
- » Are there people that you do not trust? Why?

Ending

Invite some students to talk about their discussion justifying their comments. Tell them which pictures are fake and compare with students' predictions. Alternatively, you can ask them to access the link https://ftd.li/nnog88 and check themselves. Also, by accessing the site they can see other examples of real and fake pictures.

Answers

Activity 1 - Preparation

- a) Fake
- b) Real
- c) Real
- d) Fake
- e) Real

f) Real

Activity 2 - Interaction

Personal answers.



Contents

- m Infographic
- " Dealing with take lieux

Objectives

- n Read an infographic for specific information n Analyze the main characteristics of infographics
- n Create an infographic

Materials

⇒ Student Handbook, pages 70-71

Class Plan

Beginning

Explain to students that you are going to read some statements. If the statement is true for them, they should cross their legs. If it is not, they should cross their arms

- I always fact-check the news I see on social media.
- I always fact-check the news I share on social media
- > I trust the news I see on social media
- I get most of the news I read from social media

Developing

Activity 1

Explain to students that this is a prediction activity and they should guess the answers based on their feeling. If necessary, also explain the meaning of millennials (the generation born in the 1980s and 1990s)

Activity 2

Encourage students to check their answers as quickly

Ask students to share the rimpressions about the information in the infographic, Also, encourage them to come up with two or more possible reasons why so many people do not fact-check. Here are some suggestions, not much time to do fact-checking; trusting the person who is shared the news story; personally believing in what the news says; not being able to identify satire, wanting to be one of the first to share. After some time, carry out a group discussion, inviting students to share their opinions.

SEL: Dealing with Fake News

Encourage students to discuss the consequences of each alternative before selecting the most suitable responses. Although answers are personal, it is important that students understand that alternatives b and d are more constructive responses as they demonstrate social engagement and ethical responsibility.

Activity 4

Ask students to read the instructions and clear up any questions about the procedures. Next, encourage them to analyze the infographic about fake news. You may ask them the following questions:

- How easy or difficult is it to locate information?
- > Which elements would you like to use in your own infographic?
- > Considering that the subject of your infographic is helping people detect fake news, what visual elements could you use?

If you find it appropriate, suggest an online tool, such as http://ftd.li/nztu7j and http://ftd.li/po3zia.

After students have received feedback on their infographic and made any changes they found appropriate, ask them to print and display their work somewhere at school where more students can read and benefit from the information they are sharing.

Ending

Ask students to choose a random picture in the unit and, in pairs, explain how it relates to the topics discussed in the classes.

Answers

Activity 1

Personal answers.

Activity 2

a) 86%; b) 44%; c) 79%; d) 45%

Activity 3

a) T; b) F; c) T; d) F; e) F; f) T

Activity 4

Personal answers.

MEACHER BOOM

SPEAKINE

UNIT 6 • Critical Reading

Contents

Memes, quotes, and fake news

Objectives

- Review and expand the language content from unit 6
- > Talk about memes and quotes of famous people
- » Reflect on fake quotes and fake news
- Develop critical thinking

Materials

- Student Handbook, pages 274-275
- » Computer lab or devices with internet access (optional)

Class Plan

Beginning

Write the word "meme" on the board and ask students what they are, what the point is, where we find them, and what we usually see in those texts. Show students the following definition of meme and ask them to give some examples

meme

- 1: an idea, behavior, style, or usage that spreads from person to person within a culture.

 Memes (discrete units of knowledge, gossip, jokes and so on) are to culture what genes are to life. Just is biological evolution is driven by the survival of the littest genes in the gene pool, cultural evolution may be seen by the most successful memes.
- Richard Dawkins
- an amusing or interesting item (such as a captioned picture or video) or genre of items that is and widely online especially through social media
- Moment-Westerer, s.v., "meme," accessed April 27, 2020, https://

You can find more studies about meme as a genre at

a natisco Yus, "Multimode it in Memes.
 a Cubernazonastic Accroach": http://ftd.h/5/tpqv;

entrelaçamentos entre a "zoe 13 de es" damer e a apropriação do gênero o scurso na esta a Periferia, v. 11, n. 2, p. 131-152, mai apo 2019, DOI: 10.12957/periferia 2019 30450

Developing

Activity 1 - Preparation

Ask students to look at the meme and ask them they know how it is depicted. Have them read the quote and the information on it. If possible a low them some time to search for this information on the web using their devices.

Activity 2 - Interaction

Organize students into pairs and have them a scess the questions. Remind them that the main objective of memes is to entertain; therefore, we should be critical about the quotes we read in them and try to check the origin. Walk around the classroom, mon tor and help them as needed.

Activity 3 - Interaction

Still in pairs, ask students to come up with ideas to check information online and prepare a short presentation (around 3 minutes) about it to their classmates. Explain that both students should talk therefore, each of them should talk around one and a half minutes. They can use the board to explain their ideas clearly, if necessary. Depending on the number of students and the time, you can arrange students into trios or establish less time (e.g., 90 seconds) per pair/trio.

Answers

Activity 1 - Preparation

Suggested answer: Everything about this meme is take the quote, the picture is of Isaac Newton, not A be't Einstein. None of them invented the light bulb and they are not alive.

Activities 2 and 3 - Interaction

Personal answers

UNIT6 • The Big Lie

Contents

. Narum and nazi propaganda

Objectives

- we ontextualise the emergence of nazism » Read about the role of propaganda in the emergence

Materials

of nazisin

- » Student Handbook, pages 195-198
- » Video: "Steven Luckert State of Deception: the Power of Nazi Propaganda," Los Angeles Public ubrary, available at http://ftd.lujvo44o (optional)

Class Plan

Beginning

Ask the group what a historical lie is. Recap the concept that they have seen in pages 64-65 (unit 6).

Developing

Activity 1

have students look at the picture of Anne Frank and her ... "y and chat who she is and why her diary is so famous. that Anne Frank was a girl about their age that lived through an extremely Jamaba moment in recent history. She became famous after her death when her diary with her memones of those tays was found. Her diary became a world-farmous literary. not make a historical document. Allow students to in the wind con ments about what they know. Ask them to and the dilevens and then the diary entry to answer them. According to the loud for students. It is important that the questions be read before the text. Students can . Siver the questions in pairs or individually and check them in pairs Collection to the whole group.



The real particles of de furties information いいく えいか シャスランカかい ひられ Anne Flank House | in a court woods are a stank! in the way have well and the season and the season

· Altarea.

Activity 2

Explain to students that this activity focuses on some useful vocabulary they will find in the texts they are about to read and listen to. Also, explain to them that they have to form collocations, which are words that usually come together, forming fixed combinations. Do the first one with the whole group and allow them to work in pairs to match the other items. After correction, practice pronunciation so that students get familiar with the sounds of the words.

Activity 3

Show students the KWL chart and explain it is a way to explore a subject considering what they know and what they want to know about it. Tell them to complete the first column individually by listing their ideas with bullet points. Elicit some feedback and write it on the board. Allow them some more time to list what they want to know in the form of questions. They can do it in pairs or individually. If necessary, model the activity by writing one or two questions on the board. Encourage students to look at the list of colocations in activity 2 to see if they are useful to complete the first two columns. Tell them they will not complete the third column now. They should save it for later.

Activity 4

Explain to students that the Holocaust is not what the lie could be about. It is a historical event extensively recorded by the media in general with plenty of evidence and fact to prove it did happen. Therefore, avoid letting students formulate this hypothesis. It is all right if students do not conclude that the nazis told lies to convince people to support them. Collect their contributions and do not provide an answer now. Tell them the answer will be found in the following activity.

Activity 5

Show students the extract from an article about famous historical lies called "10 of the Biggest Lies in History." They should scan the extract to compare it with the ideas they came up with in activity 4. Let them read individually first, compare ideas in pairs, and then collect their feedback. Have them justify their answers.

Activity 6

Ask students to read the rubrics and explain the activity if necessary. After reading this extract from he video 'Steven Luckert - State of Deception: the Power of Nazi Propaganda," students should go Dack to the KWL chart in activity 3 and try to answer their own questions. Instruct them to read both extracts to find answers to their questions. If they had created the questions in pairs, ask them to work with the same classmate and try to answer them Collect their feedback



If possible, play the parts of the video "Steven Luckert - State of Deception: the Power of Nazi Propaganda" to students (excerpts from 0:00 to 0:40 and 1:15 to 1:55): https://ftd.li/jvo44o.

Activity 7

Explain to students that they should focus on detailed information in both extracts. Allow them some time to answer the open-ended questions individually. If you are running out of time, ask students to underline the answers in the texts instead. Have them check answers in pairs before the correction with the whole group.

Extra Activity

Ask students to do some research to find the answers to their questions in the KWL chart that were left unanswered. Encourage them to search for reliable sources and check the information with the history teacher if possible.

Ending

Activity 8

By this time, students will have seen the word propaganda a few times, but it is essential that they understand that propaganda and advertisement are not the same things. This misunderstanding may happen because propaganda is a false cognate with Portuguese Have one student read the definition of the word. Open a circle for discussion and let students put forward their contributions about the topic.

Activity 1

- a) Nazism
- b) Personal answers.
- c) This diary entry shows how Jews were persecuted under the nazi regime.

Activity 2

a) IV; b) I; c) VI; d) III; e) VII; f) II; g) V

Activity 3

Personal answers.

Activity 4

The "big lie" is connected to the nazi propaganda which was created to incite hatred against Jews.

Activities 5 and 6

Personal answers.

Activity 7

- a) In Germany in the 1930s.
- b) No. They had been targeted for discrimination and persecution for centuries.
- c) It was a plan to eliminate Jews from the planet
- d) It was voted democratically and competed against 30 other political parties.
- e) They launched a massive campaign to convince Germans that there was an enemy (Jews) to blame for their problems.
- f) They destroyed German democracy, set up concentration camps, put through anti-Jewish legislation, incited hatred against the Jews and other groups, started a war and caused genocide.

Activity 8

Suggested answer: It is important because propaganda is based and built on fake news and misleading information. As we have seen, it can cause terrifying moments in history, destroy democracies, spread prejudice against and persecution of a group, and incite hatred against some groups in society. It can actually cause a war.



Contents

- » Simple past and present perfect

Objectives

- w Write a caption or headline for the picture no Discuss now easily pictures with fake information can
- be created
- » Develop critical thinking

Materials

- ➤ Objects (toys, recyclable materials, miscellaneous) classroom or household objects) to use as props in a picture (if working low-tech)
- » Lamp, spotlight, flashlight, or other light source(s) to manipulate pictures (if working low-tech)
- Devices with digital cameras
- » Digital imaging software or web app (ideal, but optional)
- » Fake pictures, for example, the Loch Ness Monster or old UFO photos; complex digitally-manipulated pictures, photos that have been staged or misinterpreted (printed or to be projected)

Class Plan

Beginning

Show students some fake pictures to start a class discussion. Ask them if they think these are real or fake. Or, to be trickier, ask which are real and which are fake, before revealing that all are fake. Discuss the different ways pictures were misinterpreted or manipulated, and the porsible negative effects of accepting these photos as truth mave students reflect on how easy it is to create pictures that can be intentionally misinterpreted.



You may find some it reresting examples at the P. 31'E. 30 Fake Viral Photos People Believed Were

Drietop ng

Erd of train of this class is to create a 'viral fake

PERSONAL SOUND

Your approach to this class will depend on the technology that is available to you, if digital imaging software is not available, have students stage their own photos using miscellaneous objects and manipulated lighting.

If digital imaging software is available, students can choose an actual news picture from the web and choose a way to manipulate it based on the ideas discussed at the beginning. Encourage students to be proactive in learning new digital imaging techniques asking classmates for help or using online tutorials to find out how to do something they do not know how to do.

Think Tank

Ask students "Can a picture that hasn't been staged or digitally manipulated still be used to spread false information?" Point out that photos that are used out of context or given a false caption are also used in the spread of fake news. It is always important to check the source and consider the date and location of a picture.

Ending

Have students write a caption or news headline for their picture, considering whether to use present perfect or simple past according to the time signifiers they choose. Set pictures up to display in the classroom, or on a digital platform. Have students look at their classmates' work, try to identify what was changed or manipulated, and rate how believable it is on a scale of one to ten.

Ask students how to make it clear that these are fake if they choose to share these on their own social media. (In addition to explaining in text how the picture was manipulated and citing its original source, they should consider adding a sticker or a watermark indicating that the picture is fake, to prevent people from sharing it without the appropriate context.

Go Further

- Tom Trewinnard, "Designing Debunks Coulo Digital 'Stickers' Help Stem the Flow of Fake News?" http://ttd.li/f44so3,
- Hany Farid, "Don't Be Fooled by Fake Images and Videos Online": http://ftd li/mw/nca

SOCIAL - EMOTIONAL LEARNING

CLASS

UNIT 6 • Extra! Extra!

Contents

- » Socio-emotional learning
- m Social awareness
- » Responsible decision making

Objectives

- » Understandisko, alland ethical norms for behavio
- » Analyze's tust his
- Develop responsible decision-making skills

Materials

- » Student Handbook, pages 292-204
- » "Extra! Extra!" video
- » Poster paper (enough for five groups
- » Colored penals and markers

Class Plan

Beginning

Ask students to sit back to back in pairs. Explain that you are going to write a topic on the board, and the ones facing it will create headlines, so their classmate can guess the topic. Model once, inviting three or four wolunteers to look away from the board. Write "movie theater" on the board and say. A new Marve Model movie is coming up next month. "If students do not guess, say "Brazilian director wins prize in France," and other headlines to help them guess. When divients indirector wins prize in France, and other headlines to help them guess. When divients indirector, when divients indirector, and other headlines, such as sports, Brazil, music, games aducation, weather, Rio Claro (name of a city), etc.

Developing

Before watching the video

Activity 1

Ask students to look at the headline and read the questions. Allow them some time to compare answers with a classmate and predict the tools of the video

While watching the video

M 0 - Fart 1 10 00-1:00

Activity 2

play part 1 of the video and ask students to answer the questions individually. They could then compare

with a classmate. Invite some volunteers to charte their answers and play the beginning of part 2 to "They seem to be everywhere these days with a students if they guessed right.

Vioco Part 2 (1:06-6:29)

Activity 3

Ask students to look at the chart and read the instructions. Elicit what they are supposed to do, ensuring they understand that they will only complete the third column after viewing part 2 entirely instruct them to do this activity on their own and their compare it with a classmate. Play part 2 once. Allow students some time to complete the activity and then compare it with a classmate.

Write "It's very easy to spread fake news on social media" on the board. Ask students if they agree with it and have them take some notes on what is said about it. Also, ask them if fake news is a new thing Exist at although fake news has always existed it gets but of control on the internet and social media. There are much information available that people are for life. Of lazy to check everything

Activity 4

Tell students that three tips to identify take news are mentioned. Ask if they remember which they are and allow them some time to answer Play 1 to 1997 again so that they can check their answers.

Activity 5

they are true. Mave a whole group discussion, inviting colunteers to share their opinions about why it is important to pay attention to each of the tips they have worked on. Ask students if they can add other to sand ment or that checking the date of an article calso important. We sometimes read things on the internet that may have been published years ago, and that although the information is true, it is not relevant for today's context.

After watching the video

Activity 6

Ask students to form pairs or trios. Ask them which questions Amber asks at the end of the video ("Have you ever believed fake news?", "Have you ever shared something that you found out later was fake?", and "What did you do?"). Allow students time to discuss these questions and take notes of interesting things they would like to share with the other pairs or trios. Open the class discussion and encourage students to share their stories, experiences, and opinions. If you find it relevant, mention that checking whether the news is fake may seem demanding and that, if at first, it seems like too many things to handle, being critical and responsible may become second nature to us.

Activity 7

Write the following statements on the board, which summarize the main topics and tips.

- It is very easy to spread fake news on social media
- Read the entire text, not only the headline.
- Always check the source and author.
- Keep an eye on the details.
- » Be critical and be responsible

Form five groups and explain to them they are going to create an informative poster about these statements. Explain that each group will be responsible for one of the statements. Allow them time to decide who will who they would like their target readers to be and how poster. Students should use the space provided to draw the first sketch. When they finish it, ask them to present constructive criticism. Give out the poster, and the constructive criticism and allow students time constructive criticism.

Ending

invite students to present their posters. Ask them to tell you what they have learned from this class. Ask them if they think they feel they are more capable of understanding social and ethical norms and analyze some situations. Invite students to provide some examples from the class.

Answers

Activity 1

- a) It is a piece of fake news
- b) Personal answers. Students are expected to guess that they are going to talk about fake news

Activity 2

- a) They are presenting some fake news
- b) Personal answers. Students are expected to understand that Amber and Nicholas' intention is to raise awareness and grab the audience's attention to not spread fake news
- c) Personal answers.

Activity 3

Personal answers.

Activity 4

- I. read the entire text, not only the headline;
- II. always check the source and author;
- III. keep an eye on the details.

Activity 5

- I. Reading just the headline makes people fall for fake news. You should always read the whole article. This is even more important if you decide to share the article. People who write fake news know that most people only read the headlines and they write shocking and sensationalist ones. This is used to manipulate people.
- II. Check that the news comes from a reliable source, such as a reputable newspaper, university, library, etc. Keep an eye on the URL of the site. Find out more about the organization that is publishing the news. Identify the author of the article and don't trust anonymous texts.
- III. Details are more important than we think, and they can give us hints that something is wrong. Check the quality of the text. Grammar, spelling, and punctuation mistakes may indicate the text is fake news because serious organizations care about the quality of their texts. Beware of vague and generalized information since not mentioning detailed information is a popular tactic on fake news.

Activities 6 and 7

REVIEW

Units 5-6

Contents

- News story script
- no Relative clauses
- Such and so
- » Phrases
- Joke

Objectives

- » Revise content from units 5-6
- Create a script to tell a news story
- Someone Revise the usage of relative clauses, such and so, and phrases
- Create a joke

Materials

- Student Handbook, pages 96-97, 175
- » Blue, orange, and green like cards
- » Notepad
- S Colour pens and pencils
- Bag or box
- Computer lab or devices with internet access

Class Plan

Beginning

Pass a bag or box, filled with statements about April's Fool or a pop star (which can be or not real), around the group. Count to 10, for instance, and say "Stop!" aloud. Then the student holding the bag/box must pick out a statement, read it, and decide whether it is true or false. Give one point to each true statement.

Developing

Unit 5

Activity 1

Go over the instructions and make sure everyone understands what to do. Have students working in groups. Give students 10 minutes to create the news story script. Walk around the classroom and help them with language if necessary.

Activity 2

Give groups 5 minutes to rehearse.

CLASS

Activities 3 and 4

Go over the instructions and make sure everyone understands what to do. Ask each student to cut out the like cards as indicated. As the groups finish, ask students to count how many blue, green, and orange signs the corresponding groups got and compare answers with a classmate.

Unit 6

Activity 1

Have students read the instructions. Allow them to use the internet for research. Give them a few minutes to do the activities.

Activity 2

Have students working individually. Walk around the classroom and help them with language if necessary. Ask them to write a powerful headline to grab readers' attention. If necessary, give them some examples or ask them to tell to the whole group a headline that they think is a good one.

Activities 3 and 4

Arrange students into pairs. Give them 5 minutes to do the activities. Ask them to tell to their classmates if their jokes are different or the same and why.

Activity 5

Have students working individually. Monitor the activity and help them when necessary.

Ending

Ask a few volunteers to tell their April Fools' joke to the whole group and invite their classmates to tell their versions of the same joke. Make sure they can realize we can tell the same thing with different words

Allewers

UNIT 5

Activities 1-4

Personal answers.

UNIT 6

Activities 1-5



Conterts n content from unit 5-6

Object ves

» Actives what students have learned in unity 5 6

Materials

- » Test available at lònica
- » Extra activities (optional)
- Readers (optional)

Class Plan

- New weeks before the due date, take the test in one setting and write down the time you spent. Multiply it by around 5 to 8 times and this is the time students will need to complete their tests.
- · Make sure students can do the activities independently as they must remain in silence in order to not disturb other students who are still answering the test.
- s Consider students' characteristics and knowledge. Make changes in the test to guarantee that it fits the time slot you have and it reflects what happened in the classroom.
- Check if you will need sound equipment and make
- Prepare extra activity worksheets and get some readers from the library to give to students who finish the test before others if there is not a waiting room or supervised area they can go to.

Beginning

Arrange students' desks in a way that they are not too

Texts are typical examples of summative assessments. They are formal, usually administered at the end of a Course only in few times in a year because they am to measure students' learning over a period of true However they are only one among many other time However they are only one among many other

students' academic knowledge and English proficiency level. In addition to summative assessments, you may use formative ones. These are informal and ongoing evaluation tasks and activities to monitor progress toward a specific objective. Whether using summative, formative or both types of assessments, use the results to know more about students' strengths and weaknesses so you can adapt lesson plans, personalize instruction, and choose learning materials to better meet their needs

Go Further

- For formative assessment ideas, visit https://ftd.li/ut8gpg_and https://ftd.li/nbbfso.
- Read about the difference of summative and formative assessments at https://ftd.li/pogk/6 and https://ftd.li/rvaei5.

Classroom Management

- Answer questions students may have about the instructions.
- > If students do not know the answer to a question, advise them not to leave it blank. Teach them some strategies, such as to eliminate answers they know are not correct; to pay attention if two alternatives are similar; to look for cues from other questions or from the picture they are looking at. Some suggestions: "Do you understand what you have to do here?", "Which alternatives you know are wrong, so you can eliminate?", "What is the most probable answer?", "[Look at the picture/Read the text] again with more attention. The answer is there."
- Sometimes students only need reassurance, so they ask questions to know if they are correct. In this case, motivate and boost their self-confidence by saying they are capable of answering the questions on their own. If you tell them their answer is right or wrong, students will repeatedly ask for more.
- During the tests, be alert and monitor students by walking around the classroom to make sure students do not cheat or distract other students.
- If some students finish the test before the others and there is not waiting room or supervised area they can go to, tell them to remain silent while all students finish their tests. You may offer them a book to read or a worksheet they can draw, color, or answer without your assistance.

" " " " WE THE EST " wher soming the tests, give feedback to students about the parts they did well and the parts they need to rave as a whole group and individually, for such, you may use the mercial and written notes you have taken stumming the test and write a report card for each student with some personal neces on their performance



CLASS

EXAM PRACTICE

Unit 5

Contents

» Content from unit 5

Objectives

- » Assess what students have learned in unit 5
- Get students familiar with international exam formats

Materials

- » Copies of the exam available at lônica
- » Audio track available at lônica

Class Plan

In Advance

A few days before:

- a download the exam from lônica and have copies made;
- read the Exam Guidelines available at Iônica in order to familiarize yourself with the exam characteristics and be able to answer students' questions.

In the previous class:

- » explain to students that, on the day of the exam, they will take a mock test that simulates an international exam. Talk about the importance these exams can have in their lives, for example, opening doors for them to study or work abroad as international language certificates are usually recognized by many international institutions;
- » discuss test-taking strategies they can use during exams, like time management. Leaving difficult questions to the end is one example.

Beginning

Arrive before students and check if you have all the necessary materials to start the exam. Check if desk arrangements are adequate: they must discourage

students' interaction as well as leave enough space for you to move around to help, if necessary. Remove any poster or other display that can offer answers to the exam questions

Explain to students the test is divided into three parts: Reading and Writing, Listening, and Speaking Hand the test out. Tell them to only open the question papers when you tell them to do so.

Developing

Tell students they will start the test. Ask them to, first, write their names and date on the front page of the test.

Reading and Writing

For this section, instruct students that if they need to talk to you, they should raise their hands and wait for you to approach them.

Listening

Before starting this section of the test, advise students that they will hear each part of the exam twice.

Speaking

Help students to feel comfortable during the whole conversation. Candidates to the exam can take the test with another student (or occasionally in a trio). They must have conversations with the examiner (called the "interlocutor" in this part of the exam) and with the other candidate(s).

You may ask help from another teacher for the Speaking section or even leave this section for a second class, if needed.

Ending

Let students know the end is coming by saying something like "You have 5 more minutes until the end of the exam." When you say "Time is over now," ask them to stop where they are and hand over their tests immediately. Collect everything and make sure students have written their name on the question papers.

EXAM PRACTICE

Unit 6

Contents

. Content from unit 6

Objectives

- » Assess what students have learned in unit 6
- Get students familiar with international exam formats

Materials

- Eopies of the exam available at lonica
- Audio track available at lônica

Class Plan

Tre Advance

A few days before:

Townload the exam from lônica and have copies made;

read the Exam Guidelines available at lônica in order

to familiarize yourself with the exam characteristics

and be able to answer students' questions.

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CLASS

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Developing

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Reading and Writing

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Listening

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Speaking

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You may ask help from another teacher for the Speaking section or even leave this section for a section class, if needed

Ending

Let students know the end is coming by saying something like "You have 5 more minutes unto the end of the exam." When you say "Time is over now ask them to stop where they are and hand over their test immediately. Collect everything and make sure students have written their name on the question pages.

Lesson 1 | Part 1

Contunts

Opinion article
Reality TV shows

Objectives

sking an opinion article to identify its main

Materials

Student Handbook, pages 74-75

Class Plan

Regaining

Not students to brainstorm as many different platforms for watching video content as they can, e.g., TV, DVD player, movie theater, cable TV, streaming, online channels, traditional TV stations' on demand streaming, Mc. Ask them to compare the diversity of platforms to what they can remember from five years ago.

Developing

Activity 1

Ask students to form small groups and, taking turns, wilk about their preferences regarding TV or streaming programs using the suggested prompts

Activity 2

Ask students to indicate when they have chosen the appropriate answer and underlined the evidence. Elicit the meaning of guilty pleasure and ask students to tell a classmate some other kinds of TV show that might belong in the same category, if they feel comfortable with their classmates, they can even share their own guilty pleasures

tip

when the states areality television series broadcast on VH1 in the United States. The show documents the personal and professional lives of musicians, berformers, managers, and record producers in vanous metropolitan areas of the USA.

Activity 4

After checking students' answers, ask them to go back to the text and, in pairs, find the sentences with the words and rephrase them using their own words

CLASS

Extra Activity

Write the words "appeal," "eschew," and "schadenfreude" (/'ʃɑːd(ə)n frozdə/) on the board and invite students to write their own sentences with trese words and, in groups, challenge their classmates

Ending

Divide the classroom into side A and side B. Ask students multiple choice questions about their preference for different types of entertainment media, such as "Do you prefer to watch A) series or B) movies?" Then tell students to move to the side of the classroom according to their preference Once students are there, they have to justify their answers to each other from the same group Repeat it for a few rounds.

Suggestions of questions: watch the news X read the news; talk show X reality show; TV soap opera X series; talent shows X cooking shows; based on real facts X fiction; sports X nature docs, documentaries X movies.

Answers

Activity 1

Personal answers.

Activity 2

a) "I'm a scholar of media studies, and to me, the appeal of reality TV is something more intriguing and radical

Activity 3

Possible answers:

- a) Online, especially on social media.
- b) Anyone who wants to state their opinion
- c) Usually Informat.

Activity 4

- a) scholar; b) eschew; c) appeal; d) stereotype.
- e) schadenfreude

Lesson 1 | Part 2

Contents

w Land and Day

Objectives

w - w 1 2 artists (1) its season appropriately

Materials

IN COURSE MAINTHANK PLAYS 15

Class Plan

....:

The first of the order one being their favorite, the least favorite. Then invite to the least favorite than invite to the least favorite. Then invite to the least favorite with each other.

Perclas ig

Activity 5

to do this activity and answers lask them which of the expresses from a thors opinion (sentence b)

Activity 6

Before students do the activity, ask them to look at the sentences in activity 5 and elicit how they could restate them using their own words. Address them to the Tip biox and ask if they can use any of the alternative words in the sentences in activity 5.

Ending

In pairs, have students discuss the following question: "Would you take part in a reality show? If so, what kind of show would it be and why?"

Answers

Activity 5

c; b; a

Activity 6

- a) hypothetical situation in the present
- b) if + past simple and would + infinitive

Activity 7

- a) No, she is not courageous enough. If she were courageous, she would apply.
- b, c, d) Personal answers.

LISTENING

UNIT 7 • How to Stay Informed

Contents

> How to stay informed by vlogger T1J

Objectives

- Prepare to listen by thinking about the topic
- Reflect on the topic, thinking about what a reliable source of information is.
- Become aware of how to analyze information from sources.
- Demonstrate comprehension of general and specific information
- React to the content of the audio and express opinion on the topic

Materials

- Student Handbook, pages 248-249
- » Audio track

Class Plan

Beginning

Ask students, in pairs, to think about how they get to to to to the total to the total to the total total total total total to the total t

Developing

Activity 1

Ask a volunteer to read the instructions and opin ons.
Help with language if necessary. Pair students up and have them discuss these opinions for a few minutes.
Walk around the classroom and supply any vocabulary needed or help them when necessary. Have a few yo unteers to share their answers with the group

Activity 2

Address students to the activity. Go over the instructions and the sentences. Explain to them you are going to play the audio twice: once for them to complete the activity and a second time to double-check their to complete. Then check the anwers with the whole group.

Activity 3

Ask students to read the instructions and the questions. Help them with language if necessary Explain to them you are going to play the audio one more time for them to complete the activity if necessary, play a second time. Before checking their answers with the whole group, ask them to compare in pairs.

Audio Script . Track 7.1

It's very unlikely that you're going to find any information source that doesn't hold some kind of bias. The bias can be super over and strong or it can be subtle. It can be in favor of a certain political philosophy or it can be in tavor of a certain individual or group, or organization. Now, bias can result in dishonesty or hypocrisy, but, just because bias exists, it doesn't nécessatily mean that the information is inaccurate. Like, if I was a milk enthusiast and I ran a pro-milk website probably most, if not all of the articles, are gonna be pro-milk. The information in those articles could be a hundred percent accurate, but there's still a clear pro-milk bias. Now, I'm not gonna tell you what site you should go to, what channel you should watch, what sources are accurate Like, you can figure that out on your own over time. If you haven't figured that out yet, it's okay Just go to any site you've heard of or just google something you're interested in, click the first link, we'll go from there. I think it's much better to learn how to analyze information from any source rather than just picking certain sources and assuming that some are always good and some are always bad

> TEL "How to Stay Informed" YouTube February 10 2017 Accessed December 3, 2019 https://www.youtube.com/ watch?v=CvZxAv9xhZk Excerpts from 4.48 to 2.51

Activity 4

Ask students to read the instructions and the sentences individually. Explain to them you are going to play the audio twice: a first time for them to check true or take and a second time to underline which they think is not accurate according to the audio and replace it by the correct information. Before checking their answer with the whole group, ask them to compare in pairs

Audio Script . Track 7.2

Now of course, sometimes it's hard to find a reliable source or you may just not know where to look. And in those cases, I think you might consider just asking around. Like, just make a post on social media asking for information and sources. Directly contact someone you know that is involved in or interested in the subject. You'd be surprised at how often that works. So, as you can probably tell, staying informed with up-to-date and accurate information can be a lot of work and probably most people don't wanna put in the effort. So, I think most people just sort of pick a couple of sites, pick a couple of channels and don't stray too far from there. And, depending on what media sources you choose, this may be an okay way to stay decently aware of what's going on in the world. But the problem is that most people are gonna pick sources that appeal to their biases, that routinely have guests and opinions that they agree with. So, even if the factual information is accurate, this still kee ps us in an echo chamber and limits our perspective.

So, I'm in favor of going out of your way to verify and confirm information from various sources and then from there you can listen to viewpoints and opinions, even ones you don't agree with. That's just me, though. What do you think?

T1J. "How to Stay Informed." YouTube. February 10, 2017.
Accessed December 3, 2019. https://www.youtube.com/watch?v=CvZxAv9xhZk. Excerpts from 8:53 to 10:00.

Activity 5

Encourage students to work in pairs or small group and address them to the activity. Invite a volunteer to read the guestions and help with language if necessary. Allow them enough time to discuss their opinions. Walk around the classroom giving help, suggestions, and vocabulary.

Ending

Ask students to share their thoughts on "iMhat's your opinion about his tips on how to stay informed?" with the group. As they finish, invite them to go to the boar and write their own tips on the subject.

Answers

Activity 1

Personal answers.

Activity 2

C

Activity 3

a) No; b) Yes; c) No; d) No

Activity 4

a) T; b) T; c) F; d) T

Activity 5

Homemade Projector Challenge | Part 1

Contents

Camera obscura

Objectives

Discuss possible ways of making a homemade projector

Materials

- Student Handbook, pages 106-107
- » Computer lab or devices with internet access

Class Plan

Beginning

With students' books closed, write "Homemade Projector Challenge" on the board. Elicit what they think this STEAM project will involve and then explain that they have 3 minutes to brainstorm the materials they may need to face the challenge. When time is up, ask some volunteers to share the ideas they have had.

Developing

Hypothesis and Plan

Remind students that they have been discussing different aspects of the media, and that in this challenge they will be focusing on one of the earliest tools to record and project images. Ask students to read the guiding question under the title and also the list of

materials and formulate hypotheses of how to create such a projector. It is worth letting students brainstorm ideas before showing them the instructions. By reading about the concept of the camera obscura, they will be able to anticipate some problems they might have.

Address students to the following sites:

- Photography History Facts, "History of Camera Obscura – Who Invented Camera Obscura?": http://ftd.fi/mhmt2f;
- > Encyclopaedia Britannica, "Camera Obscura"; https://ftd.li/acjrhp.



Camera obscura (from Latin, meaning "darkened room") is a device in a shape of a box or a room that lets light through a small opening on one side and projects it on the other. In this simple variant, image that are outside the box are projected upside-down. More complex cameras can use mirrors to project image upwards and right-side up and can also make use of lenses. Camera obscura can be used as a support for drawing and entertainment.

Photography History Facts. "History of Camera Obscura – Who Invented Camera Obscura?" Accessed May 11, 2020 http://www.photographyhistoryfacts.com/photography-development-history/camera-obscura-history/ (Based)

Ending

After students have learned about the concept of camera obscura, form small groups and ask them to organize their workstations. Allow them some time to discuss the possible problems and challenges they may face when creating a homemade projector.

Lesson 2 | Part 1

Contents

- Sources of news
- in Pudcasts
- is **red** sound

Objectives

- " Listen to a podcast about following the news to identify main ideas
- » Make predictions about famous podcasts based on verbal and nonverbal characteristics
- Talk about advantages and disadvantages of different sources of news
- Use -ed verb endings

Materials

- >> Student Handbook, pages 76-77
- » Audio track

Class Plan

Beginning

Ask students to work in pairs and make a list of topics that could be the main theme of a podcast. After 2 or 3 minutes, invite some volunteers to share their list.

Developing

Ask for two volunteers and tell them to sit with their backs to the board. Write the following words on the board, three at a time "podcast," "episode," "news," "article " "reality show," "newspaper," "social media, " "radio, " and "television" Explain that this is not a competition and that the rest of the group should describe them and help the volunteers to find out what the words are. Then repeat with different volunteers with other set of words.

Developing

Activity 1

Ask students to discuss the questions and critically evaluate each source of news in alternative c

Activity 2

With books closed, explain to students they are going to listen to a podcast called "Why Do We Really Follow the News?" and ask them what they expect to hear.

Audio Script . Track 25

Hey, podcast listeners. Happy almost summer! I am on a family holiday this week, which means that today's episode comes from our archives.

We picked this one because it seems especially worthwhile considering everything that's happening in the news, around the world. It is episode number 215, and it is called "Why Do We Really Follow the News?" Hope you enjoy.

Dubner: Checkity, check, check, check. OK, we're talking to Maia, Anya, and Logan. So first thing I want you to do is, I want you to each introduce yourself. Just say your name.

Anya: Hello, I'm Anya, and I'm 13 years old. Dubner: Anya's my kid. Maia and Logan are two of her friends. At school, in History class they have a currentevents unit. Once a week, the teacher assigns them a news article to read, or the kids pick their own. From The New York Times, the BBC, CNN ...

Logan: Wall Street Journal.

Dubner: Okay. And then the students write an essay about the article.

Dubner So, when the teacher asks you to do this current-events reading, what is the point? Do you ever discuss that? What does the teacher say you're trying to accomplish by reading a current-event article and relating it to the history?

Maia: So I think it's important to read current events because we're in this little bubble at our school. And so it's important to see outside of the bubble so we can improve what's not in our school and what's not as

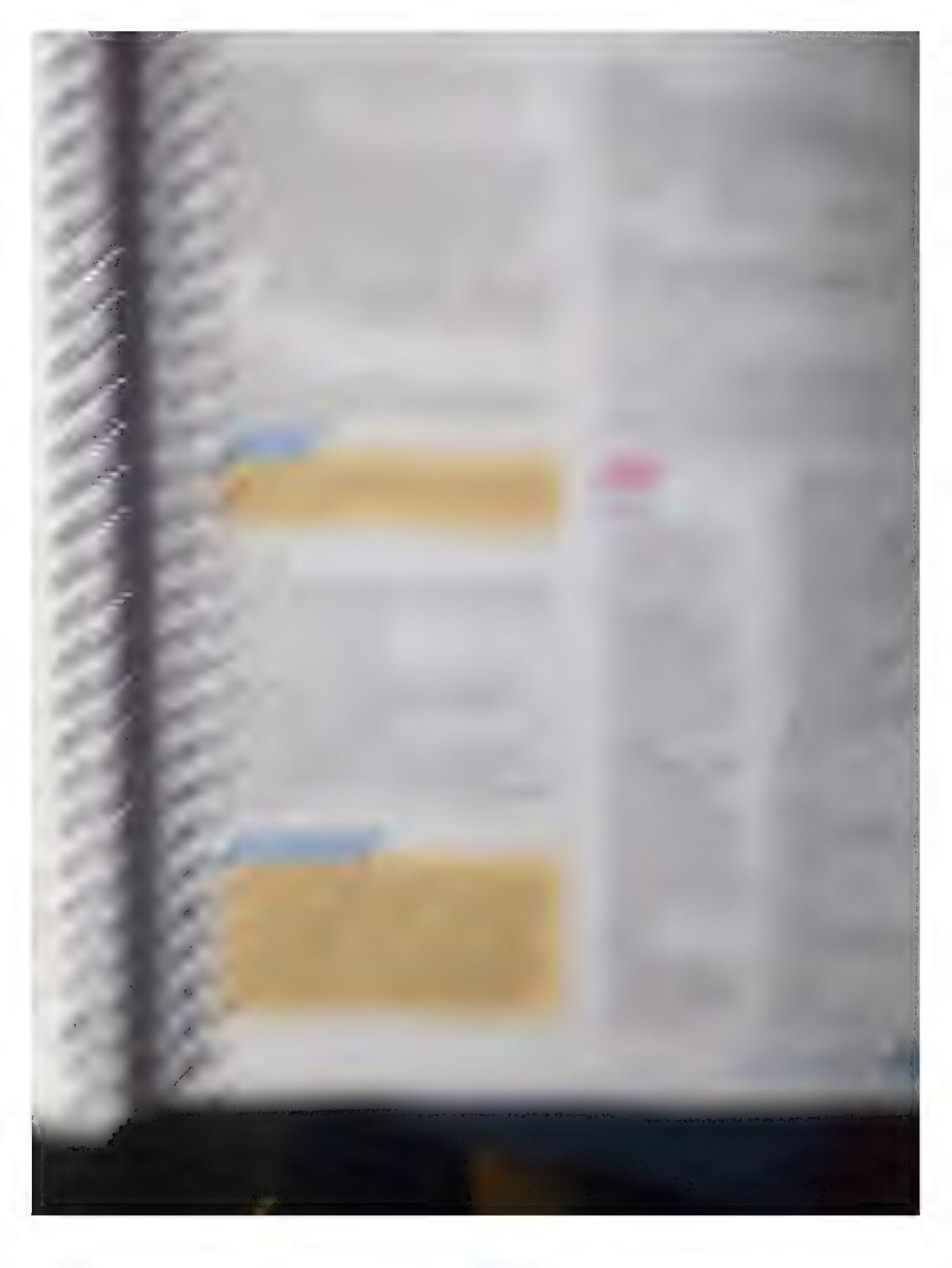
Dubner: So that's really interesting. So that's like reading the news in order to be kind of like a better person? Logan, would you think that's kind of how you

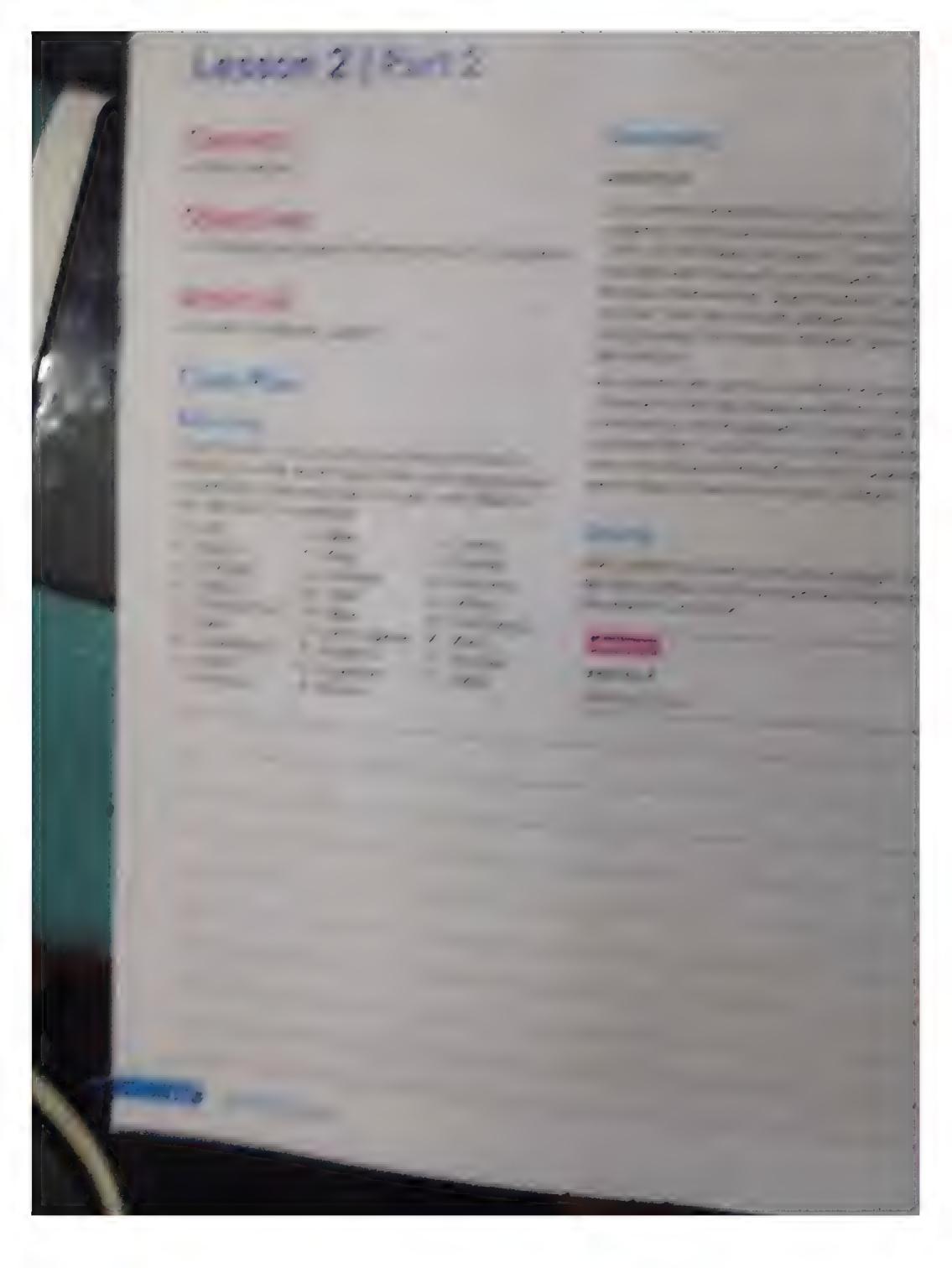
Logan: Just so our generation can make better decisions than the past generations have maybe.

Dubner: Interesting. So let me ask you this Do you keep up with stuff because you feel it's the "right thing to do" or because you really like it?

Logan I think it's just because it's part of the world that we live in and we want to know about it And especially as we get older we want to become a part of it too even more. So we want to know our surroundings.

Anya Also, I think that reading about the news may make people smarter, it helps you just think about everything. And you really





STEAM PROJECT

Homemade Projector Challenge | Part 2

Contents

Homemade projector

Objectives

Combine language, social and engineering skills to use a cell phone as a projector

Materials

- Student Handbook, pages 106-107
- Computer lab or devices with internet access
- Cardboard
- A retractable craft knife
- > Scissors
- A smartphone
- A magnifying glass
- Duct tape
- » A pencil
- A shoebox

Class Plan

Beginning

Test

Let students read the sequence of procedures and compare them to their hypotheses and ideas.

Developing

The groups might want to test their own hypotheses, which can be a great idea. Encourage them to record in their notebooks what they plan to do, especially if they intend to modify the instructions in the book. This will allow them to go back to their process during the evaluation moment. If necessary, show them online images that illustrate each step.

Also, if necessary, allow students some time to do some research on the internet. The following links might be useful:

- > Yumi Sakugawa, "Make a DIY Photo Projector with a Shoebox & Smartphone": https://ftd.li/grsckh,
- > Kzastrow03, "Smartphone Projector-Final IED STEAM Project": http://ftd.li/dqnd25.

Ending

Evaluation

Ask students to answer the questions in this section to test if the projector works properly. This stage of the process is important for them to test their hypotheses, their methods, and the implementation of the instructions. Encourage students to look at any failures they have during this process as an experience to be analyzed. Their notes will be useful at this point

UNIT 7 • Describing a Work of Art

Contents

- n Art paintings
- » Picture description

Objectives

- * Record expand the language content from unit 7
- » Analyze and make comments about paintings

Materials

- n Student Han flook places 276-277
- * Compider at or desces with internet access (optional)
- A argo picture of a painting of your choice (creter ib), abstract painting, printed or projected)
- > Musics leaved different genres (optional)
- > clared pencils or markers (optional)
- > Sheets of paper (one per student, optional)

Class Plan

Beginning

Stow students the picture of the work of art you have selected. Ask them what they think the picture represents, how they feel about it, how they like it etc. Assure students that there are no right or wrong answers, but when appreciating and analyzing a picture, there are some items we should consider. Ask them what they think we should look at when analyzing a painting or a picture or what aspects usually grab their attention.

Developing

Activity 1 - Preparation

Ask students to read the instructions and answer any questions. Explain to them they are going to complete the items with some useful language to describe each of the aspects in a picture. Allow them some time to do the activity and elicit some answers. Write their ideas on the board and take this opportunity to review with students the vocabulary of shapes, colors, textures, feelings, etc.

Activity 2 - Interaction

Organize students into pairs and ask them to analyze the pictures for some time individually. Ask them to choose two different images to talk about.

Then ask them to read the instructions and answer any questions. Explain that besides describing the painting, they should also state their opinion and say which feelings they have about it. While they talk, walk around the classroom, and support their participation. Ask some students a few questions to make them develop the topic.

Tip

You can find more information about the paintings in activity 2 at the following links

- Pieter Bruegel, the Elder http://ftd.linci.md.aq
- Art Institute Chicago, The Bedroom by Vincent Van Gogh: http://ftd.li/ewbiyk,
- Female Artists from 15th-19th Centuries,"
 Self-portrait at the Easel, by Sofonisha Anguisse's http://ftd.li/idzq3g;
- Premiada Quando as Mulheres Eram Proibidas na Escola de Belas Artes no Brasil, A Hora do Pão by Abigail de Andrade: http://ftd.li/3v85jd;
- Metropolitan Museum of Art, Rain Landscape, Asily Kandinsky: http://ftd-li/touxi3

Extra Activity

Play one of the music videos and ask students to write what color it reminds of and why. They can also draw anything using that color if they have colored pencils or markers. Also, ask them to write what person or people the music makes them thank of what scenes they imagine. Play other videos of music and repeat the procedure.

Ending

Invite some students to share with the group what they talked about the paintings. Encourage a debate and provide support for students during the discussion.

Answers

Activity 1 - Preparation

Activity 2 - Interaction
Personal answers

Lesson 3 | Part 1

Contents

- Podcasting
- » Making an inference
- TV news report

Objectives

>> Listen to a news report about podcasts for specific information

Materials

- Student Handbook, pages 78-79
- Audio track

Class Plan

Beginning

Ask students to work in pairs and make a list of topics that could be the main theme of a podcast. After 2 or 3 minutes, invite some volunteers to share their list.

Developing

Activity 1

Ask students if they follow any podcasts and what they are about. Invite them to share their suggestions in small groups and rank them from most to least interesting.

Activity 2

Encourage students to guess what the podcasts are about by looking at both verbal and nonverbal information in each image. Explain to students that two of these images refer to Brazilian podcasts: Nerdcast and Braincast.

Tip

Encourage students to talk about how making inferences may help them improve their reading and listening comprehension. Also, ask students what else, besides words, can help us make inferences about a text.

Activity 5

Write "50," "2010," "65 million," and "13 hundred" on the board and explain to students that they refer to the popularity of podcasts in the United States (50% of American households are fans of podcasts; 2010 is the year Pat Flynn started podcasting; 65 million is the number of downloads she has; she has recorded 13 hundred

episodes). Give them some time to share with a classmate what they think the numbers refer to and play the audio once. Ask students if their predictions were right and tell them to read the statements. Play the audio a second time

Audio Script • Track 28

Kirstin: Well, podcasts, if you aren't listening to one, chances are you have friends who swear by one.

Julie: Oh yeah, in fact 50 percent of American households are fans of them. This week, the Podfest Expo is in Orlando, bringing some of the most recognizable names in podcasting to Central Florida Candance: And among those is Pat Flynn, the host of Smart Passive Income, thank you so much for joining us!

Pat Flynn: Thank you for having me!

Candance: So we were just saying in the commercial break, we have so many questions, we're just ready to like, jump in.

Pat Flynn: Let's do it!

Candance: Alright, so how ...

Kirstin: Candace, you have your own podcast!
Candance: Well, yes we kind of do with News 6,
we'll get to that in a second, but, let's talk you, I
mean, how long have you been doing this, you said

you did this, what, 10 years ago?

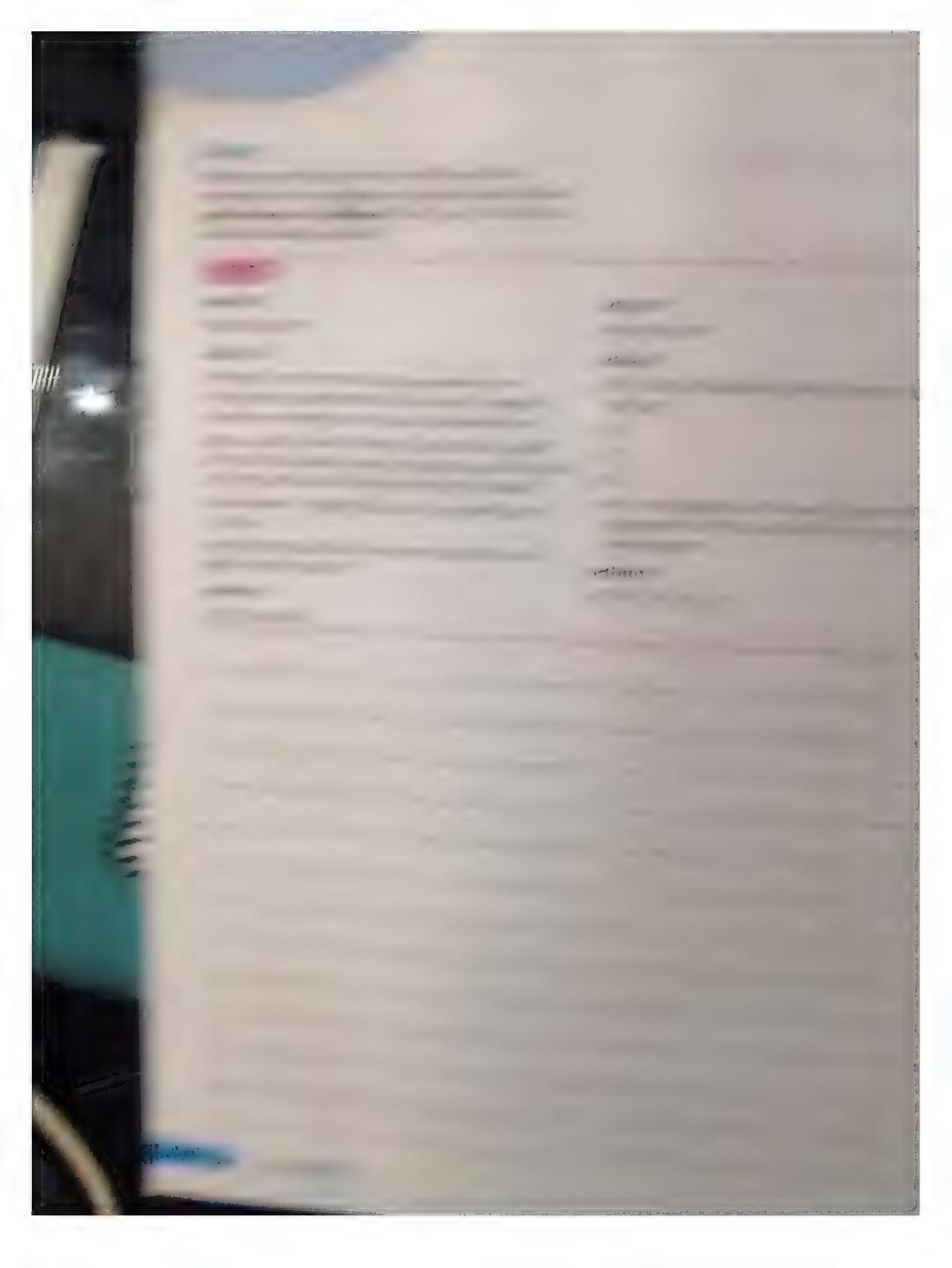
Pat Flynn: I've been podcasting since July 2010, and it actually took me three times to record my first episode, 'cause it's kind of a scary thing to talk to a microphone alone in your office, but after I finally did it, now I have over 65 million downloads, five different podcasts, 13 hundred episodes recorded, so I know a few things about this space.

Julie. So when you first started 10 years ago, you said in your office talking by yourself into a microphone, did you imagine that podcasting would

become what it is today?

Pat Flynn: I did not, although I knew the power of podcasting, 'cause it was actually a podcast that actually changed my life. I was laid off from the architecture industry in 2008, and I discovered this podcast about starting your own online business, and I fell in love with that podcast and the hosts, and I followed their directions, and I started my own business. And as a result of that I always knew I wanted to start my own too, so I could sort of pay it forward.

Flynn, Pat. "Invited Last Minute to Be on the News - Pat Flynn on Podcasting." YouTube. March 14, 2019. Accessed January 29, 2020. http://www.youtube.com/watch?v=US2KctvVlq7U Excerpt from 2.48 if to 4.13.



Lesson 3 | Part 2

Contents

- ▶ Passive voice
- » TV news report

Objectives

Use the passive voice appropriately

Materials

>> Student Handbook, page 79

Class Plan

Beginning

Write "The ____ has been moved." on the board. Invite three volunteers to go outside of the classroom for 1 to 2 minutes. Have the other students move things around the classroom and then call the students back in. They will have to say as many things as possible that have been moved. Look at the following the example.

The chair has been moved

Developing

Buting Activity

Draw a grid on the board and elicit words related to the main topic of the unit. Write the words in the squares and divide students in two groups, the naughts (O) and the crosses (X). They should take turns choosing a word and saying a sentence in the passive voice using it. If the sentence is correct, the group draws the naught or cross in the corresponding square. If students like the game, tell them to play it again in small groups.

Ending

Have students write one sentence about their favorite video game, movie character, or series using passive voice. Then invite them to share with the whole group Look at the following example.

Mickey Mouse was created by Walt Disney.

Andrews

Activity 7

a) passive; b) the action itself; c) passive; d) written

Activity 8

- a; d; c; b
- a) be produced by the students
- b) listened to on mobile phones, computers, or media players
- c) was invented by Ben Hammersley.
- d) being recorded at this moment.

Activity 9

- a) TV news was being watched on people's phones.
- b) Thirteen hundred podcast episodes are recorded by Pat.
- c) A TV news program about learning English has been watched by the class.
- d) A brand new episode is going to be listened to by Lea.

GRAMMAR

UNIT 7 • Passive Voice: Have/Get + Object + Past Participle

Contents

Passive voice have/get + object + past participle.

Objectives

- in Review and expand the grammar content from unit 7
- Practice the using the structure have/get + object
 past participle

Materials

» Student Handbook, pages 230-231

Class Plan

Beginning

Write a few sentences on the board in the passive voice with some mistakes. Ask students to help to correct them. Check their understanding of the passive voice and answer any questions. Write "have" and "get" on the board and some actions (e.g., cut my hair, make a dress, etc.). Ask students how you could write a sentence with those actions using have or get. Elicit "I had/got my hair cut. I'm having my hair cut." Make sure students know the difference between, for example, "I cut my hair" and "I had my hair cut."

Developing

Activity 1

Explore the pictures and read the sentences with students Ask them to read the alternatives and check the correct statement with the whole group

Activity 2

Ask students to read the instruction and the items.
Clarify what they need to do if necessary. Have them compare answers in pairs and ask some volunteers to read aloud the complete sentences when checking the activity with the whole group.

Activity 3

Ask students to read the rubrics and the words in each item. Clarify what they need to do if necessary. Allow students some time to rewrite the sentences and have

them compare answers in pairs. Ask some volunteers to read aloud the sentences or write them on the board when checking the activity with the whole group

Activity 4

Ask students to read the rubrics and the sentences Clarify what they need to do if necessary. Allow students some time to rewrite the sentences using had or got and have them compare answers in pairs. Ask some volunteers to read aloud the sentences and write them on the board when checking the activity with the whole group

Activity 5

Allow students some time to write their sentences. Have them sit in pairs to talk to each other and try to guess each one's sentences. They can ask, for instance, "When did you get it done?", "Where were you?", "Who was with you?", "How did you feel about it?" etc.

Ending

Ask students to share with the whole group what they learned about their classmates in the previous activity. Answer any questions they might have about this structure and provide further examples if needed.

Answers

Activity 1

b

Activity 2

I. d; II. b, III. a; IV. e ; V. c

Activity 3

- a) I need to have my TV repaired.
- b) He had his wallet stolen two days ago.
- d) My friend had his nose broken in a soccer game
- d) Where did you have your hair cut?

Activity 4

- a) Anna had a new skirt made by the dressmaker
- b) Beth had her newspaper delivered this morning.
- c) I got/had my article edited by the journalist
- d) They got/had their food cooked

Activity 5

STEAM PROJECT

CLASS

Homemade Projector Challenge | Part 3

Contents

and a projector

Objectives

Combine language, social and engineering skills to use a cell phone as a projector

Materials

- Student Handbook, pages 106-107
- Computer lab or devices with internet access
- w Cardboard
- » A retractable craft knife
- Scissors
- A smartphone
- A magnifying glass
- Duct tape
- ... A pencil
- A shoebox

Class Plan

Begining

Ask students to implement their projector so it can be retested

Developing

Ro Test

Mistudents' projector does not work properly, they will need to make some changes. As possible suggestions,

you can ask students to change the position of the cell phone support and adjust its distance from the magnifying glass to make the video projection sharper and clearer. They will also see that the image will be projected upside down, so have them block the rotation of the cell phone image and place the device upside down inside the box. Suggest that they adjust the brightness of the cell phone to its maximum. Once again, they should test the projector and compare the quality of the projection with the initial one.

Ending

Final Evaluation

Have a whole class discussion about the different stages of this STEAM project. Encourage students to go through each stage of the challenge and talk about what worked well and what they had more difficulty with. Invite them to talk about teamwork as well. In addition to the questions in the student's book, you can use some of these questions to guide them in their discussion:

- Were the materials and time allotted enough for the challenge you had?
- > What surprised you about this challenge?
- What was the most difficult thing for your group?
- Were there any moments when you felt a bit frustrated? If so, why?
- What tips can you give someone who wants to make a projector using a cell phone?

Lesson 4

Contents

- is Describing photos
- b thredom of press
- » News headline

Objectives

- » Describing a photo
- Resid the definition of press freedom to check predictions
- » Read a piece of news about press freedom to identify its main parts
- Discuss freedom of speech and press freedom
- » Write a headline and lead about press freedom

Materials

- Student Handbook, pages 80-81
- » A song

Class Plan

Beginning

Play a song and ask students to mingle as they listen to it. When you stop the song, they get together with a classmate near them and you ask them to name the following:

- »Two or three topics we can find in podcasts.
- Two or three reasons why it is important to read about current events.
- Two or three stories that are in the news this week.

Developing

Activity 2

if necessary, elicit or explain the meaning of expressions students may not know.

Activity 3

invite students to look at the pictures and describe them in pairs. Encourage them to use the expressions in activity 2. Also, ask them some of the following questions:

- Where are they?
- What are they doing?
- What else might they be doing?
- > What kind of news story could the picture be illustrating?

Activity 4

Write "media," "press," and "censorship" on the board and tell students to define them in pairs. Invite some volunteers to read their definitions

Activity 5

Ask students to read the words in the box and, in pairs, say what they mean. Next, ask students to complete the definition individually and then compare their answers with a classmate's

Activity 6

Encourage students to talk about the consequences of not having press freedom or freedom of speech, as well as the need for ethical responsibility in both.

Activity 7

Ask students to read the instructions and identify the different parts in this piece of news. After checking their answers, ask them to summarize in their own words what they have read. Explain to students that ECPMF stands for the European Centre for Press and Media Freedom.

Activity 8

Before students do the activity, ask them what the objective of the headline, the lead, and the body are in a piece of news. Then tell them to look at the activity and check how similar or different their answers were.

Activity 9

You may assign this activity as homework and instruct students to:

- do some research before creating their own news headline and lead about freedom of press;
- > use the checklist in activity 10 as a guideline.

In the following class, ask students to swap their texts and give any suggestions they find relevant. They may then revise their own texts, incorporating the changes suggested by their classmates.

Activity 10

Ask students to work with different classmates and read their headline and lead. They should use the rubrics to give feedback to one another.

Ending

the students to look at the opening pages of this unit and, in small groups, analyze how well they illustrate the work developed in the past few classes. Also, ask them to share what they liked best about this unit and what they feel could be better developed

Answers

Activity 1

Personal answers

Activity 2

Describing the position of things/people in a photo	uncertainty	opinion
At the bottom; At the top; In the background; On the right-hand side; On the left-hand side.	It looks as though; It's hard to say, however.	l believe; l reckon; From my point of view.

Activity 3

Possible answers

In the picture a, there are many people in the background, and on the right-hand side there is a man.

In the picture b, it looks as though she is interviewing someone.

Activity 4

Poss,ble answers:

The word **media** refers to the collective means of mass communication (broadcasting, publishing, and the internet). And **press** refers to the people (such as reporters and photographers) who work for newspapers, magazines, etc. Censorship refers to the suppression or prohibition of any parts of books, movies, news, etc. that are considered obscene, politically unacceptable, or a threat to security.

Activity 5

a) principle; b) printed; c) materials; d) right; e) freely; f) absence; g) state

Activity 6

Personal answers.

Activity 7

J. Beer Layon



For three days our partners (E. p. 12) e expression organisations on international Press insitute. Despite freedom in the country remains it released on 13th September

Activity 8

a) headline; b) lead; c) body

Activity 9

Personal answers.

Activity 10

STEAM PROJECT

Homemade Projector Challenge | Part 4

Contents

» Homemade projector

Objectives

Present and explain the process experienced by the group

Materials

» Students' homemade projectors

Class Plan Begining

Presentation

Explain to students they are going to present their work to the group as if they were at a STEAM fair. Ask them

to organize the classroom for the fair and prepare their presentations in groups

Developing

Allow students some time to prepare and, if necessary, help them with vocabulary. Reinforce the idea that you expect them to use English in this presentation and say that they may address to their notes whenever necessary. They should present their projector and explain the changes they had to make to produce a good image. After each group's presentation, encourage students to make comments, ask, and answer questions.

Ending

Give students feedback about their work as a team and their final product.



UNIT 7 • News Reporter

Contents

liews and information

Objectives

- Review and expand the language content from unit 7
- Talk about how what we read affects us
- Pian, write, and record a news report about a problem at school

Materials

- Student Handbook, pages 278-279
- » Computer lab or devices with internet access

Class Plan

Beginning

Conduct a quick survey with students. Ask them what they usually do online and list their ideas on the board. You can also provide some suggestions and check the group's habits. For example, watch videos, read the news, post pictures, read social media posts, listen to the radio and music, research, etc.

Developing

Activity 1 ~ Preparation

Ask students to read the instructions and answer any questions. Have them read the extract individually and help them with vocabulary if necessary. Clarify the meaning of bias, give, and ask some examples. Make sure students understand the difference between useful information, biased reporting, and deliberate misinformation.

Activity 2 - Interaction

Organize students into pairs or tries. Ask them to discuss the questions in activity 1. Weak around the classroom to support their participation. Ask some students to share their ideas with the whole group.

Activity 3 - Interaction

Organize students into groups of three or four Ask them to read the instructions and answer any questions. You will probably need another class for students to edit and present their news reports. Ask them to use the space to plan what they are going to report about

Ending

Have the groups presenting their news report and invite them to make comments and ask questions to the "reporters."



If time allows, ask students to write an answer to the following question "What is the most significant thing you learned doing this activity" and hand it to you. This will help you to evaluate how students engaged with the activity and plan your next classes.

Answers

Activity 1 - Preparation

Personal answers

Activities 2 and 3 - Interaction



UNIT 7 • Is It Hazardous or Not?



Contents

- with the control of the second terms
- with a first seart or aignote radiation on

Objectives

- n has so each our ignotic radiation
- so come contamagnetic waves
- » Rote for the impact of electromagnetic radiation on the archealth
- who had on the importance of scientific research.

Materials

- » Madent Handbook, pages 199-202
- * \ de > Is Radiation Pangerous? Matt Anticole,"

 Licht available at http://ftd.li/c3tyqu

Class Plan

Beginning

Now students the question in the title "is it is a roous or not?" and elicit what it could refer to. clarify the meaning of **hazardous** (hazard [noun] + -ous hazardous [adjective]) and its pronunciation. We come the students' contributions. They may say trefers to different kinds of food and habits, given the contributions that we normally encounter in the different scientific fields.

Developing

Activity 1

Address students back to the discussion started at page its cunit 7) about where they get their news from Check how many of them (or their families) get their news from electronic devices. Ask students to complete the activity individually and then compare of the devices and practice the pronunciation of these words it necessary. Elicit the answers from they do not answer itemic as expected, write the them. Explain that they are going to learn about electromagnetic radiation.

Activity 2

Explain to students that they are going to order the sentences to get a definition of electromagnetic radiation. Show them that the first term ray occordone to provide help. Also explain that they need to find grammatical clues and focus on the control to order the sentences correctly. Start the activity with them to demonstrate. Have students complete it individually and then check their answers, in pairs. Elicit answers and write them on the board. When they are done, have one of them read the definition out loud. Answer any questions if necessary but reassure students that they will go deeper into the subject in the next activities.

Activity 3

Explain to students that electromagnetic radiation is presented in a continuum according to its frequency (the number of waves formed in a specific length of time) from less to more frequent. In the definition from activity 2, electromagnetic radiation has different functions in their everyday lives. Have students look at the image and elect some other possible functions.

Activity 4

Before playing the video, have students read the questions carefully and try to predict the answers. Play the video once so that they can confirm their predictions. Have them answer the questions and play the video again if necessary understanding the task before watching the video will prepare students to listen to the text more effectively. Ask them to check answers in pairs before the correction with the whole group. If students struggle to answer play the video again after they have compared the answers in pairs, but before the correct on the same play the video again after they have compared the answers in pairs, but before the correct on the boost their confidence.

Video Script

 I_{-}

Electromagnetic rad ation is pure energ, consisting of interacting electrical and magnetic waves oscillating through space. As the, electrical oscillate faster, they scale up in energy. As the lower end of the spectrum, there is raise and visible light. At the high end are a training.

phone via radio waves to open an image of an karay, which we can see because our screen emits

Youtube March 14, 2016 Accessed August 6, 2020 https://www.youtube.com/watch?v=zl2vRw/KnHQ&pbpeload=10. Excerpt from 2:15 to 3:04.

Activity 5

Ask students to read the instructions and answer any questions. Play the video once and let them complete item a. Play it again and have them complete item b. Allow students some time to answer item c and ask them to check their answers in pairs. Play the video again for confirmation if necessary. Elicit and write the answers on the board. Explain that, at this point, they do not need to focus on the technical terms that explain how radiation is risky. Students might be in doubt about the use of the word radiation as it is commonly associated with something negative and hazardous. Ask a bolunteer to read the text in the box.

Audio Script

To start, not all radiation is hazardous. Radiation becomes risky when it rips atoms' electrons away upon impact, a process that can damage DNA. This is known as ionizing radiation because an atom that has lost or gained electrons is called an ion. All nuclear radiation is ionizing, while only the highest energy electromagnetic radiation is. That includes gamma rays, X-rays, and the highenergy end of ultraviolet. That's why as an extra precaution during X-rays, doctors shield body parts they don't need to examine, and why beachgoers use sunscreen. In comparison, cell phones on a microwaves operate at the lower end of the spectrum, so there is no risk of ionizing radiation from their use

red-Ed. '8 Radiation D. Herrus? - Matt Anticole"

toutube A - Add August 6, 2020

https://www.youtube.com/aatt/h/l=" | RofKnHQ&pbjreload=10

Artivity 6

which that "using cell phones is hazardous to en health because of electromagnetic radiation."

one of the headshes provide a definitive of the subject of transport that they have already heard about it. Welcome the subject of transport of the provide is provided about it.

Activity 7

Tell students that if we have concerns about things that are harmful, it is important to check several reliable sources to be informed. In this case, explain that they are going to read a summary issued by the World Health Organization on the subject. Allow them some time to read it and check if a definitive answer is provided. Let them talk about their perceptions in pairs. Open the discussion and encourage students' participation.

Extra Activity

Organize students into groups and ask them to do some research online to find news and articles about the negative impacts of cell phones on our health. Make students aware that arthough there is no evidence that radiation from cell phones is harmful, extensive use of cell phones can have negative impacts on our mental and physical health. You may find some useful information at the following links.

- JUC Davis Health, "Is Blue Light from Your Cell Phone,
 TV Bad for Your Health?", http://ftd.ii/ah3ee3,
- » Liraz Margalit, "What Screen Time Can Really Do to Kids' Brains" http://ftd.li/zhrtvv.
- > Melinda Smith, Lawrence Robinson, and Jeanne Segal, "Smartphone Addiction" http://ftd-i,k3q9qf

Ending

Activity 8

Talk to students about the importance of understanding that science plays an essential rice in understanding that science plays an essential rice in our fast-changing society. However, science often our fast-changing society. However, science often does not have hard and fast rules or answers to does not have hard and fast rules or answers to offer as a lot of research is needed to reach definite offer as a lot of research is needed to reach definite conclusions. Nonetheless, it is always important conclusions. Nonetheless, it is always important contributions to our society. We may quest or contributions to our society. We may quest or contributions to our society. We may quest or contributions to our society we may quest or contributions, but we should aword neglecting science.

Analysis a

Activity 1

- a) Personal answers.
- b) Personal answers.
- c) They all emit electromagnetic radiation.

Activity 2

a) 3; b) 7; c) 5; d) 1; e) 9; f) 4; g) 8; h) 2; i) 6

Activity 3

a) Personal answers.

Activity 4

- a) infrared radiation; b) radio waves; c) visible light; d) gamma ray;
- e) ultraviolet; f) microwaves; g) gamma ray; h) x-rays

TF . NER BOOK

Activity 5

a and b)

Type 2: Nonionizing radiation Gamma rays, X-rays, and the high-energy end of ultraviolet Type 2: Nonionizing radiation Visible light, infrared, microwaves and radio waves

alonizing radiation offers increasing

Activity 6

Suggested answer. Because people is to y assize at entrement of the with something harmful and because a few concerns as studies have shown some negative results. But there is no consensus.

Activity 7

It says that there is a concern that is not dismissed, but currently, there is no scientific consensus on the subject in the meantime, research continues to be carried out.

Activity 8

high-energy end of ultraviolet microwaves and radio waves

UNIT 7 - Sound Effects

Coments

- is Stock 1 sells to
- Brance
- though , It's hard to say ..., etc.)

Objectives

- w Create and record sound effects
- Figuress the intended action and how the sound was made
- the passive corce and inquage to show uncertainty to guessing how the sound was made

Materials

- Sound recording device (e.g., smartphones or tablets)
- Quiet place to record (as possible)
- Marge and heavy blanket
- with, such as paper, recyclables, fruit and vegetables, matural objects pillows, pots and pans, fabric, wrapping paper giovest bean bags, or hacky sacks, paper clips, etc.
- » A selection of sound effects videos
- ** Pictures of different scenes and landscapes (printed or to be projected)
- " Alive for sound mixing (optional)
- ** \ \"'eo. "FOLEY: How Hollywood Sounds are ACTUALLY Made! Filmora Workshop Series Ep. 1," \ \"Wondershare Filmora Video Editor, available at \ http://htd/li/2vo2dz (optional)

Class Plan

Parintal P

Flay some sound effects videos and challenge students to guess what they are intended to portray and how they were made. List some ideas on the board and encourage their participation. If possible, show the video "FOLEY Hollywood Sounds are ACTUALLY Made!"

Co. sleping

they are deleted to cleate their own sound effects using whatever materials are available. If students have not recorded the peddiast ver istudent Handbook 4, page 77), yourcan subject that there sound effects are added to the one of the peddiast ver istudent Handbook 5 page 77). The can also give a list of sounds for ments to choose from. These can include things like

thunder, birds flying, a robot or marking walking of places, on the such as cats or pigs, a vehicle money, a grace of cliscussed in recent classes. Have gig as except and far from the microphone), as well as such as and far from the microphone), as well as such as turn to record in a quiet place. A reary contract of used to help soundproof the space. If studenty the to come up with which sounds to create, you can also them some pictures of different situations and ask them to imagine the sounds in each scene and try to create them.

VID

The term foley is used to refer to artists creating to the effects for movies, post-production. It comes from large Foley, who became famous for recording sound effects in Hollywood. Once movies started being produced with sound, movie studios had to catch up with the times and often recorded sound effects on top of previously filmed footage. Jack Foley convinced the director of Spartacus that it was not necessary to go back to Italy and shoot a new scene with slaves in chains; he used the existing footage and recorded the sounds with keys and footsteps. His innovative techniques with simple materials inspired countless others.

if sound mixing software is available, ask students to edit their sounds and add it to their podcasts, some film footage, or a picture. If no recording devices are available, they can perform their sound effects live in classroom behind a blanket.

Ending

Have groups take turns playing or performing their sound effects, with no visual clues. The rest of the group will guess what it is, using language of uncertainty where appropriate (e.g., "It's hard to say, but it seems as though a horse is walking"). Next, they will guess how the sound effect was made using passive voice. Give students the following structure to work with:

>It was [made/created/recorded] with + noun + by +
verb -ing

Ge Burther

> Philip Rodrigues Singer, "The Story of Jack Foley": http://ftd.li/ganb6m

Lesson 1 | Part 1

Contents

Online news article

Objectives

Read an online article about the habit of watching TV to check predictions and to identify main ideas

Materials

Student Handbook, page 84

Class Plan

Beginning

Write the title of the unit "The Future of Media," on the board. Invite students to form pairs and take turns saying words and ideas they believe will appear in the unit. The winner is the last one to say a word. As they finish, ask them to open their books on unit 8 and continue the game, this time inspired by the images.

Developing

Activity 1

Ask students to find five similarities and five differences as they are describing the pictures.

Activity 2

Elicit some characteristics of news articles by writing on the board:

- Who writes the news articles? (Journalists, teachers, authors, specialists in a give topic are among the professionals who write them.)
- Who reads them? (Anyone interested in a specific subject can read them.)
- Next, address students to the title of the news article and mention that, in the past, watching TV was a shared experience and that people would get together just to

watch a program. Ask them if they think families watch TV the same way they did in the past and elicit some ideas they believe will be in the article

Activity 3

Encourage students to interact with the article as they are reading it. They may do so by underlining sentences they agree or disagree with and then compare with a classmate. If students ask you why some words are in bold, tell them they will see what they represent in the vocabulary section.

Language Variation

The words mobile phone, instead of the American English variant cell phone, and the spelling of programme and favour show this text was written in British English.

Ending

Divide students into two groups, half will be interviewers and half will be interviewees. Give them 5 minutes to make as many interviews as possible. The questions interviewers will have to ask is "Do you think TV is in risk of becoming extinct? Why?"

Answers

Activity 1

Personal answers.

Activity 2

Personal answers.

Activity 4

- a) No, they watched programs they didn't like, too.

 Sometimes they didn't even pay attention to the programs.
- b) Because people could share an experience in their family and across communities.
- c) Today, kids don't watch much TV, they prefer watching programs and videos on other devices (laptops, ceil phones, etc.).

Lesson 1 | Part 2

Contents

- o (Asparal verter
- w Compound words

Objectives

- Understand and practice some phrasal verbs
- Compound words

Materials

- Student Handbook, page 85, 167
- in Audio track

Class Plan

Beginning

Play the classic Simon Says game by telling students what to do using phrasal verbs, such as "Simon says, stand up." If you do not say "Simon Says" before the command, students should stand still. If they perform the action, they are out of the game

Samples. "sit down," "pick up your pen," "take off your shoe."

Developing

Think Tank

Ask students to answer the questions in pairs. As men across walk around the classroom and, if you that transfer encourage them to ask people in the tamly the two questions and bring the answers in the to owing class for a group discussion.

Activity 5

Ask students to read the sentences and explain the meaning of the night ghted words in the examples. If necessary, explain that they should look at the two or three words as one expression. Instruct students to get the stickers at the end of the book.

Activity 6

Explain to students that the phrasal verbs in this activity are synonyms for the highlighted words in the text from activity 3. Instruct them to try to identify the tense and grammatical voice of the phrasal verbs as well.

Activity 7

After checking students' answers, acr them to choose one or two of the phrasal verbs from actumy 5 and produce two sentences describing something amach is true or false about them or their family and friends. Have students read their sentences to a cassmate who will decide whether the sentences are true or false.

Activity 8

Ask students to read the sentence out loss since and then listen to the audio to confirm where the stress goes.

Activity 9

Ask students if they can guess where the stress goes in each word. After checking answers in pairs, have students take turns defining them and prompting their classmate to say the word. Instruct them to pay close attention to word stress as they play this period and game. Next, invite them to read the information in the Tip box and ask them what each compound word could be followed by (first-class ticket, hand-made sweater old-fashioned habits, short-sighted person).

Ending

Write the following phrasal verbs on the board:
"break down," "break in," "break through," and
"break up." In pairs have students discuss the meaning
of each of these phrasal verbs and the similarities between
their meanings.

Answers

Activity 5

a) a verb; b) a verb; c) an adverb; d) a verb; e) a preposition; f) a verb; g) an adverb; h) a preposition

Activity 6

Disappearing: fading away; Gathered: got together

Activity 7

a) look forward to; b) figure out; c) log on

Activity 8

background.

Activity 9

airport | art galiery | bedroom | bookshop | car park | supermarket

They are compound words (words that are made from two smaller words). The stress in these words are in the first part

GRAMMAR

CLASS

UNIT 8 • Verb Tenses Review

Contents

warm great it a For

Objectives

- Review and expand the grammat content from
- mactice us no different verb tenses

Materials

Student Handbook, pages 232-234

Class Plan

Beginning

May Chain Story. Tell students a story or invite a student to do so. Walk around the classroom and ask each student to add another fact to the story Encourage and guide them to use different verb tenses during the story

Developing

Activity 1

Allow students some time to read the article and ask some comprehension questions. Then have them read it again and complete the chart in pairs. Draw a similar table on the board and ask some students to complete it as you check the answers

Activity 2

Ask students to read the rubrics and the sentences Clarify what they need to do if necessary. Allow them some time to complete the activity. Ask some volunteers to read aloud the complete sentences during the correction of their answers

Activity 3

Bave students look at Mark's schedule. They should choose the correct statements. When they are done, have them check answers in pairs. Ask a volunteer to read the correct statements aloud and check the activity with the whole group

Activity 4

Ask students to complete the and check in pairs. Ask a pair the activity with the whole of the state of the s

Activity 5

While they do so, walk around the consumer monitor and help them as needed

Ending

nvite some students to read then early achieve activity 5. Answer any questions students might have about verb tenses

Anowers

Activity 1

	Australia (The grade death
Present Simple	DixDoes	theid to talk about the present, to state a fact, or describe a routine.	1 / 1 / 20 / 1/21 / 1/2
Future Simple	Will or going to	Talk about future actions, preeds ticers, points to make promises about the future	"Clier technologies technologies []."
Present Progressive	be + verb-ing	Describe an action in process and talk about air arranged future action.	the man character () is seen and ours
Past Simple	Dd	Used to express action and states in the past	and paper were a kind of []

Activity 2

a) II; b) III, c) I; d) III, e) I

Activity 3

a, d, e

Activity 4

a) have, known, b) have known, c) did, meet iii) went e) have, been; f) haven't

Activity 5

READER

Robinson Crusoe | Part 1

Contents

- note a second a reproductive
- will go 4 of Robinson Crusoe

Objectives

Materials

- " _ nocalitater Robinson Crusoe
- Upmailer ab or devices with internet access
- Marin Santalan
- DSTI, Marina Kaye, available at http://ftd.li/y87wks

Class Plan

in Advance

Aux students to do the pre-reading activities on page 4 of the book and read chapters 1 to 4

Beginning

Play the song "The World Belongs To Us (Robinson Crusoe – OST)."

Ask students to imagine that they were on a ship which was wrecked and that they ended up on a desert island. Then ask them to think about what kind of island they would like it to be and draw it. Keep the drawings for wrap-up.

Developing

Ask students to research about what life was like in 1651, the year Crusoe started his adventure. They should compare life at that time and nowadays: "What changed?" Ask them to make a list of the things that exist today, but not at that time.

Divide students into two groups. Each group will be responsible for one part of the activity rewriting one part of the story as if it happened nowadays.

Group 1: page 5

Robinson Crusoe starts his adventure and travels away. What would it be like nowadays?

Group 2: page 9

Robinson Crusoe needs to talk to the Portuguese people. How would he do it nowadays if he did not know Portuguese?

The groups read their stories to the group and get feedback.

Ask students to think about how people used to live without the internet and other modern devices at that time. "Was it easier?", "What changed in peoples' lives with the advance of tech and the internet?"

Ending

Ask students to write down their predictions about what is going to happen next in the story: "Will Crusoe get off the island?", "What will happen to him?"

Have students keep their notes to be used in the next Reader class.

Robinson Crusoe | Part 2

ontents

Chapters 5 to 8 of Robinson Crusoe

bjectives

Describe the routine of the main character

- Extract the personal narrative of the main character from the comic book
- Mancourage the use of informal written language
- Momote teamwork

Materials

- Graded reader Robinson Crusoe
- Computer lab or devices with internet access
- students' predictions
- "Students' draws from the last class

Class Plan

in Advance

k students to read chapters 5 to 8 at home.

Beginning

- students to get their predictions done in the last Reader class. Have them work in pairs and answers the questions.
- Were your predictions right?
- What part of the story do you like the most?
- What would you do if you were Robinson Crusoe?
- Ask students to do the post reading activities on pages

Developing

students if they liked the story and if they have questions. Also ask them how Robinson Crusoe

tried to deal with loneliness (the dog, the goats, "How do you deal with loneliness," "What do you do when you are bored" (Possible games, use social media, etc.).

Ask students if they believe that another possility would be for Robinson Crusoe to have written his thoughts in a diary. Ask "Do you have diaries?", "Do you think that writing a diary is a good way to use you free time? Why or why not?"

Suggest that students turn the reader story into Robinson Crusoe's personal diary.

Explain to students they can use their imagination to divide the events into days, but they should try to stick to the events in the book as much as possible.

Divide students into eight groups, and assign one chapter for each group to turn into a diary. Review the format of a personal diary.

Each entry usually contains:

- > the date;
- a first-person narrative of the events;
- the author's feelings, experiences, and personal reflections.

Have students get together to organize the work.

Decide with students whether to establish a specific number of entries or allow each one to decide.

Ending

Have students walk around the classroom and show their island drawings to each other and talk about them. They should explain the details about their islands; say what they would do on the island to survive, and how they would feel when they are there.

The aim of these activities is to raise students' awareness about the possibilities of living on a desert island. Ask students who keep a journal or have a diary to bring them for the next Readers class, the follow up lesson after this one.

Lesson 2 | Part 1

Contents

A DOTTO OF LIGHT PARTE

Objectives

n tisten to a debate about the decline of newspapers to the rices and specific information

Materials

- » Student Handbook bades 86-87
- M Acid a track

Class Plan

Beginning

invite students to play Hangman in pairs with words elated to media. They may look at the previous units to select the words

Development

Activity 2

Encourage students to have an extensive discussion on how successfully each picture depicts the theme proposed in the competition: "The Decline of Newspapers." Next, ask them to describe an imaginary picture they would enter the competition with.

Activity 3

Audio Script • Track 31

Judy Woodruff: The past couple of weeks are showing once again just how tough the business of news is right now, with layoffs by digital upstarts and by the country's largest newspaper chain, Gannett. BuzzFeed laid off 15 percent of its staff, while The Huffington Post and Yahoo News cut hundreds of jobs under their new owner, Verizon. Many are more worried that a hedge fund-backed group known for gutting newsrooms might buy Gannett. That would potentially be an even bigger hit to local news coverage nationwide. All of this has led to the growth of so-called "news deserts," places where there is limited access to news outlets. For a look at the fallout from all this, we're joined now by Steve Cavendish. He's editor of The Nashville Banner.

And Penny Abernathy of the University of North Carolina, she's written a major report about the shrinking of local news organizations and how it increases our country's political polarization. Welcome to both of you. Thank you for joining us. Steve Cavendish, I'm going to start with you. You wrote the other day that what's going on right now for journalists is a bloodbath. Is it really that bad? Steve: Over the last ... over the last couple of decades, we've seen journalism jobs around the country being cleaved off at a rate like ... like either coal miners or steelworkers or fishermen. Journalism has had revenue problems for years, and we're starting to see, as print is really sort of ... is sort of wiped out, that the conversion over to digital for many of these properties, many of these newspapers just isn't the same. And so, we're seeing with it a lot of jobs lost. Judy: Penny Abernathy, you agree it's that bad, and, if so, what's driving this?

Penny: Well, I think there are two things we need to look at. One is the total loss of newspapers, because newspapers are often the prime, if not the sole source of news and information, especially in small and mid-sized communities.

But there's also the equally troubling situation that we have with the surviving newspapers, where we've lost more than half of the newspaper newsroom journalists that we had just in 2008. We're calling that the "rise of the ghost newspaper," in which papers are basically shells of their former selves. And, as Steve suggests, it's being driven by a couple of things. One is the rapid decline of advertising, especially print advertising, and the inability of news organizations to make up for that in any kind of digital revenue, be that subscription revenue, be that advertising revenue.

NewsHour, PBS. "How the Decline of Newspapers Creates 'News Deserts' around the Country." YouTube. January 31, 2019. https:// www.youtube.com/watch?v=1KvsAwvXe8M. Excerpts from 0:00 to 0:45, from 0:54 to 1:18, from 1:23 to 1:38, from 1:43 to 2:20, and from 2:27 to 3.06

Ending

in small groups, have students draw the front page of a newspaper in their notebook. To do so, students have to come up with the name of the newspaper, headline of the first story, an image for the story, and a short phrase about the news. Give them 5 minutes to do it. After that, have each group present their newspaper front page to the group.

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UNIT 8 • How the Internet Changed Our Lives

Contents

w how the attempt has changed out even

Objectives

- A POLICE OF STORY OF DOUGH OF BOTH OF No. This
- AST TO THE SERVICE OF THE SERVICE OF
- A SOUTH THE COUNTY OF THE SOUTH STORES The state of the state of the

Materials

- * THE SAME WALLES AND LANDS .

Class Plan

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Suggest students think about the pronunciation of the JENA 416.522

Activity 3

المراسع المراج ا are going to play the autho twice: a first time for them to medit me or faise and a second time to under he what they think is not accurate according to the audio and reciace ticy the correct information. Check the answers מישט פור רב השור פורי בופ בענדב פני היי היי היי

Aucio Script . Track 8.1

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THEY'S THE TENTOMETERS TOWN ACTIVE HER. single residence representatives - - THE STATE OF THE STATE OF THE COUNTY OF STORY OF STORY TO SERVE

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UNIT 8

Lesson 2 | Part 2

Contents

- » Decline of newspapers
- Mindmap
- Debate

Objectives

Participate in a debate about the decline of newspapers

Materials

- » Student Handbook, page 87
- » Audio track

Class Plan

Beginning

Play the Who Would Win game. Invite two volunteers to choose a celebrity they like in order to defend them in this game. Assign a sport, such as basketball or bowling, to the two students and give each of them 1 minute to present the reasons their celebrity would win at this sport. After both students speak, the group will vote on the winner Play it for three rounds with different celebrities, sports, and new volunteers.

Developing

Activity 6

Allow students with the same role to prepare their arguments in groups. Instruct them to think of both arguments to defend their position and counterarguments to dispute the other group's position. Remind them to be respectful, use the expressions in the Tip box and acknowledge different points of view

Ending

Have students an open debate to discuss the main challenges they had while participating in the debate Brainstorm ways of improving the issues in order to become better prepared for the next debates

Answers

Activity 5

Personal answers.

Activity 6

Personal answers.

Activity 7

Personal answers.

2. EAKING

UNIT 8 • The Past and Future of Communication

Contents

In entions related to communication

Objectives

- Review and expand the language content from unit 8
- Talk about communication and inventions
- Discuss the development of communication -trivian time
- Make predictions about communication

Materials

- Student Handbook, pages 280-281
- Computer lab or devices with internet access (optional)

Class Plan

Beginning

Ask students what devices and applications they use to communicate. They might say cell phone and social networking apps. Ask them if they have already sent any letters or postcards and encourage them to share their experiences

Developing

Activity 1 - Preparation

Ask students to look at the timeline and come up with ideas for its title (suggestion: "Evolution of Communication*) Ask students what this timeline shows. Elicit the answer and explain that they are going to talk about it in pairs

Activity 2 - Interaction

Ask students to read ** e : , e ** ... ** e ** ... ** e in pairs. Go around the reconstruction interaction and ask them for a court of

Activity 3 - Interaction

In the same pairs, ask students to the about the predictions related to communication in course devices or apps that could sep sense communicate in the future. They should consider the overcome provided and take some notes. Ero ar 15 then me, are going to present their ideas to the group if possible, students can use their own devices to year for ideas on the web.

Ending

Activity 4 - Interaction

Ask students to present their predictions and conte the group to give their opinions and make comments Encourage students' participation and ask further questions to develop the topic.

Answers

Activity 1 - Preparation

Personal answers.

Activities 2, 3, and 4 - Interaction

Personal answers.

UNIT B

Lesson 3

Contents

- » Radio
- Reality TV shows

Objectives

- » Talk about the use of the radio
- b Listen to a news report about the end of FM radio in Norway to check predictions and for specific information
- Listen to a radio interview for specific information

Materials

- Student Handbook, pages 88-89
- D Audio track

Class Plan

Beginning

Ask students to take turns naming the different digital and electronic devices and appliances they have at home

Developing

Activity 2

Invite students to look at the questions from a different point of view and ask them "How do you think your grandparents would answer this question?"

Activity 3

Invite some volunteers to share some of the ideas they have brainstormed and ask the group what they think will replace FM radios in the near future.

Audio Script • Track 32

Woman: Norway has become the first country in the world to shut down its FM radio network. The country will soon complete the switch to a vastly DAB. The change is inevitable and Norway's made usual, not everyone is excited about stepping boldly

Across Norway many of the country's three million radio listeners will be forced to switch off or make a change. That's because by the end of the year all of the FM radio masts will be shut down, starting with this one in the Norland province.

Henrik Byremo: The antenna at the top is for the TV, and that is analog and digital radio.

Woman: Officials argue that Norway's mountains and valleys interfere more with the FM analog signal than digital. That means more transmitters are needed making it around eight times more expensive to maintain.

VICE News. "The End Of FM Radio In Norway (HBO)." YouTube. January 27, 2017. https://www.youtube.com/watch?v=08YSJadCvil. Excerpts from 0:00 to 0:24 and from 0:43 to 1:18.

Language Variation

Draw students' attention to the fact that Henrik Byremo and Jon Branaes are from Norway and they use English to communicate in this interview. Some sounds in English are not easily pronounced by Norwegian people, such as the **w** sound, which sounds more like a IVI. Another difficult sound for most Norwegians is the unstressed schwa sound IaI as all vowels tend to be stressed.

Activity 5

Before students listen to the audio, ask them to quickly sum up what the Norwegian case is. When checking their answers, tell them that although it is not mentioned in the audio, the year when the FM radios were shut down was 2017.

Audio Script • Track 33

Woman: On January 11th, at 11:11 a.m., Norway began shutting down its FM radio for good. They're the first country in the world to get rid of FM broadcasting in favor of going digital.

Jon: We had this kind of a skipped heartbeat. We have been working towards this moment for so long.

Woman: That's Jon Branaes.

Jon: I am the head of the largest radio channel in Norway.

Woman: NRK is Norway's public broadcaster and the largest media organization in the country.

Jon And when it finally happened, we were FR . . I " I The fact We washing hear working for digital radio for so many years.

Woman. 1. 1 to the control the switchover process for the government Now, FM radio and Divital Audio Broadcasting known as DAB have ex " I sale Norway Ince 1995 But officials to the time had a second that the time had to a me to la, go dbye to the older transmission So what was the thinking behind this move?

Jon This, make comes about I graush we have to Vecognize that radio can't stand alone as the sole and a medium of the modern world. We already thel the great competition from all the other media platforms, from new kinds of television, from the Internet of course. So we need to make sure that radio is still relevant and still available for people.

Woman: So let's say I'm using digital radio. As a user, what would I experience that way that I wouldn't experience just by listening to regular old FM radio?

Jon: Well, first of all, you'll have a lot more options. As you interview me, I'm sitting in my kitchen at home in a suburb outside of Oslo. And Oslo is the Norway's capital, so we have a lot of FM radio here. I can find perhaps ten stations, three from NRK who I work for, couple of commercial national stations, and local radio. When I can put on my DAB service, 1 get 67.

CBC News "The End of FM Radio Canada," January 27, 2017 https://www.cbc.ca/radio/spark/343-smart-bridges-the-end-offm-andmore-1.3948141/the-end-of-fm-radio-1.3952075. Excerpt from 0:00 to 2:12.

Activity 6

Invite students to repeat the sentences. After checking their answers, ask them to share with a classmate the expressions they liked best and come up with other contexts to use them.

for party dellar a section 1111 1 Nout 3 11. 18 pt , " 4 gt . 100 count twenth trues to our offer . I . W ter so settinger . There is not it come you and

Ending

Have students write in their noterical, the growing and following question: "If you had a repr. I row are a reof music would you play and who would be making Next, have them share their are wer, with the training

Angwors

Activity 1

Personal answers.

Activity 2

Personal answers.

Activity 3

Personal answers.

Activity 4

- a) F it's the first in the world to shut down = 51.1 'ac 3 network
- b) T
- c) F not all Norwegians are excited about it.
- d) F Mountains and valleys do.

Activity 5

- a) January 11, at 11:11 a.m.
- b) People were not sure if they were supposed to celebrate or just be nostalgic for the old days.
- c) There are more options.

Activity 6

- a) thinking behind; b) for good; c) a skipped heartbeat
- d) the head; e) in favor of; f) get rid of



Robinson Crusoe | Part 3

Contents

p Robinson Crusoe's personal diary

Objectives

- n Describe the routine of the main character
- P Extract the personal narrative of the main character
- n Encourage the use of informal written language
- " 'e team acra

Materials

- Graded reader Robinson Crusoe
- Computer lab or devices with internet access
- » Groups' Robinson's diary parts
- Students' drames

Class Plan

In Advance

Ask student, who have a diary to bring it for the riss;

Beginning

Ask students who brought their diaries to form small groups with students who do not have it. Tell them to show their classmates some pages (if they do not mind).

Ask students to say how they started their diaries, what motivated them to keep them, what kinds of things they write in them, and also the benefits of keeping a diary. Write the following questions on the board

- What do you think are the benefits of keeping a diary?
- What sort of things would you write, if you had one?
- > Would you like to have a diary? Why or why not?

Have students discuss the questions, and then open for group discussion.

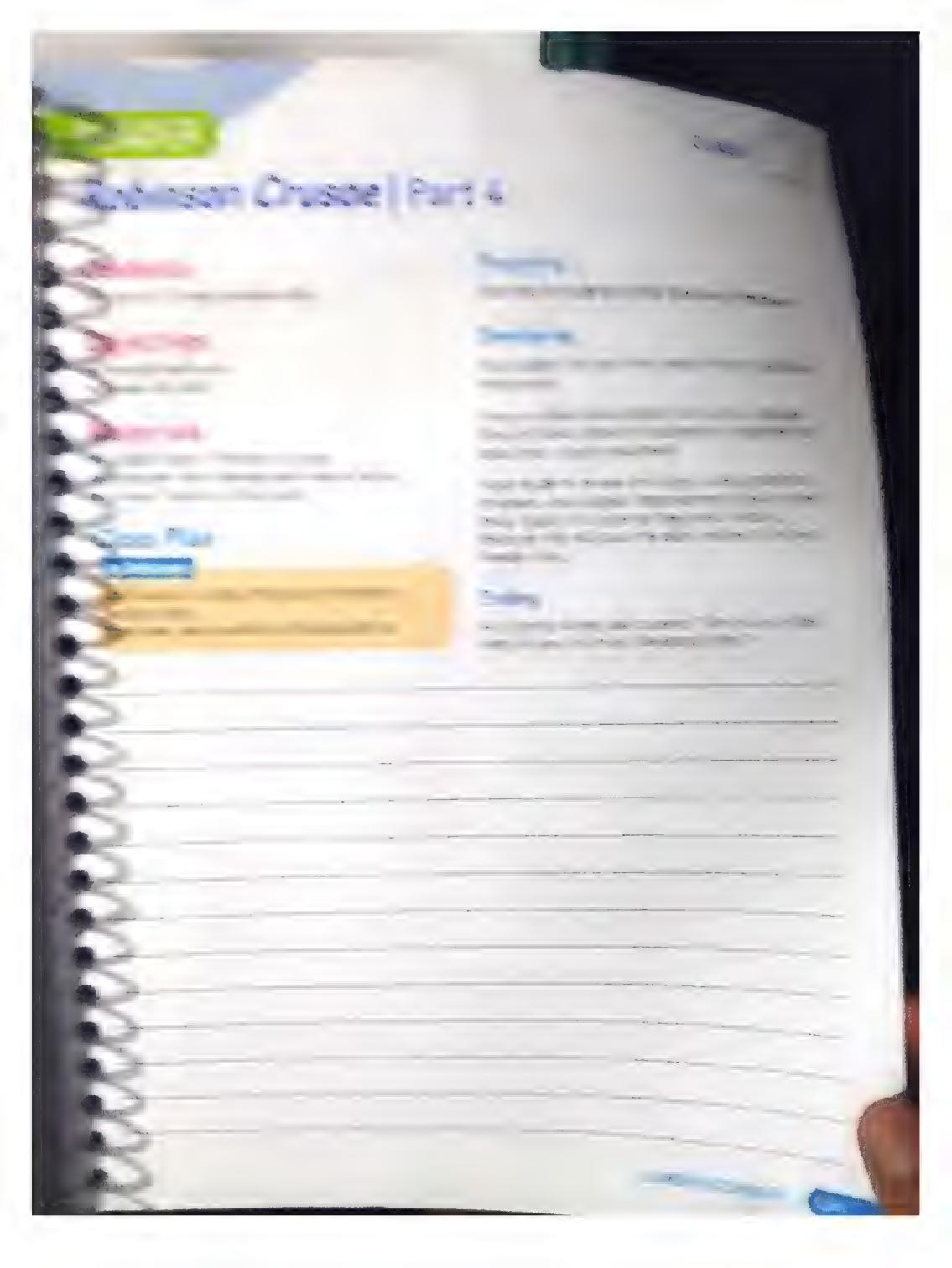
Developing

Ask the groups from the previous Reader class to get together to continue on their work with Robinson Crusoe's personal diary. Walk around the classroom and monitor what students are doing and help them when needed.

Ending

Have students get their pictures of their islands (the ones they drew in the previous Reader class) and imagine they lived there on their own. Have them write a paragraph as if it were a page of their diary. Reassure them that they will not have to share or show it to anyone if they do not want to.

Explain to students they need to finish their work with the diary for the next Readers class.



UNIT 8

Lesson 4 | Part 1

Contents

- » The internet
- » Stalking
- » Verb tense review

Objectives

- Read a news article to gather ideas about the future of the internet
- » Discuss stalking
- > Verb tense review

Materials

» Student Handbook, pages 90-91

Class Plan

Beginning

Say "People may use the internet to ..." and brainstorm different endings with the whole group.

Developing

Activity 1

Invite students to compare their answers with a classmate and decide who seems to be making better use of the internet and why.

Activity 3

Ask students to compare what they have marked and to add one or more items. If you find it appropriate, teach which means to underestimate the value of people or them if they thank we take the internet for granted.

SELE Stalking

As this may be a touchy topic, you might ask students to think of their answers and only share if they feel comfortable. Next, ask students to form small groups and define the word **stalking** Invite them to explain how they might relate it to privacy and when stalking might become a serious problem.

Activity 4

After students have read the article, ask them to answer the following questions:

- What does Eric Schmidt say about the interaction of people and things in the future? (People will be wearing so many things that it will be really natural to interact with things going on in a room.)
- What is his main criticism about the use of the internet in North Korea? (It's heavily supervised.)
- What are the two mentioned things about the importance of the internet? (It gives people a voice and it increases economic opportunity.)

Ending

In pairs students come up with a question they would like to ask Eric Schmidt. Then they ask this question to another pair who will answer the question and vice-versa.

Answers

Activity 1

Personal answers.

Activity 2

Personal answers.

Activity 3

Personal answers.

Activity 4

Personal answers.

Activity 5

a) webcast; b) lauded

Lesson 4 | Part 2

Contents

Mews article

The future of the internet

Objectives

Write a news article about the future of the internet

Materials

Student Handbook, page 91

Class Plan

Seginning

to pairs, have student pretend they have a crystal ball in which they can see the future. Each student will have to "look" at the crystal ball and make predictions about their classmate's professional future

Example of possible predictions: "I can see that you will be a famous designer who owns a sustainable clothing store."

Developing

Activity 7

Ask students to read the instructions carefully and allow some time for them to answer any questions they might have about their task

After students revise their text and make any necessary changes, ask them to write their final draft using a computer. If students are publishing their texts on the classroom or school blog, they can print out their work and distribute the news articles around the school

Ending

Ask students to form small groups and look back through all eight units, talking about which ones they liked best and why.

Answers

Activity 6

a) was asked; b) are wearing; c) will be; d) has been looking; e) called; f) was not

READER

Robinson Crusoe | Part 5

Contents

» Robinson Crusoe's personal diary

Objectives

» Create an Instagram page with Robinson Crusoe's adventures

Materials

- » Graded reader Robinson Crusoe
- » Computer lab or devices with internet access
- » Robinson's personal diary file
- » Printed diary for the Ending activity

Class Plan

in Advance

Create an account on Instagram for students to post pictures and parts of Robinson Crusoe's diary.

If possible, take them to the computer lab

Beginning

Write on the board "Personal Paper Diary and Social Media." In small groups, have students reflect and discuss the difference between keeping a diary and posting on social networks such as advantages and disadvantages?"

Explain to students they will create an Instagram account with Robinson Crusoe's adventures and that it

will be made with pictures and parts of the texts they wrote for the personal diary.

Developing

Explain to students that each of the groups will be responsible for one post. Ask them to follow the steps below:

- > Step 1: The group choose one picture or illustration of Robinson Crusoe to use as a profile picture.
- > Step 2: The group decide what to write on the profile description (they can write something like "My adventures," "My personal online diary," etc.). Help them to be simple and concise.
- > Step 3: One group at a time choose one picture for the Instagram post. It needs to be something related to the part of the diary they were working with.
- > Step 4: The group review the text (ask them "Is it a good text to use on social media?", "Is it clean and concise?") and then post it.

In all steps, check if students are using the tools with responsibility and use the moment to explain the do's and don'ts on social media.



To know more about dos and don'ts in social media, access http://ftd.li/nbfz6p.

Ending

If you have time, print the diary from the Word/Google doc version and make it into a book to display it in the classroom or school library.

Have all the students sign the book.



UNIT 8 • Screens

Contents

- » screen time
- w Videos, movies, TV shows

Objectives

- » Review and expand the language content from unit 8
- > Talk about screen time
- » Talk about online and TV shows you like

Materials

- Student Handbook, pages 282-283
- Computer lab or devices with internet access (optional)

Class Plan

Beginning

Activity 1 - Preparation

Ask students to look at the mind map and to complete it with words related to screen individually. Ask "What comes to your mind when you hear or see the word screen?"

Developing

Activity 2 - Preparation

Ask students to read the extract and think about the questions. Allow them some time to think about them. They can take some notes if they want to.

Activity 3 - Interaction

Ask students to go through the risms and arrive an questions. Organize them into pairs or the arrival c, they should choose a media nem their is and about it. While they talk, walk around the accomplete them, and monitor as needed

Ending

about their classmates. Encourage their par clossor and ask them further questions.

Extra Activity

Ask students what their favor to movie: are tracked to them they are doing to place a guessing dame. Play the video 'Cannot Guess' to place a guessing dame. By The Emojish' at hote "to "to hi zuid and place the game with them.

Answers

Activities 1 and 2 - Preparation

Personal answers.

Activity 3 - Interaction

Personal answers.

UNIT 8 . How Did We Communicate in the Past?

Contents

- The principle of wave energy
- Electromagnetic wages in communication

Objectives

- Identify communication technologies that work with e extramagnetic waves
- n Dy ne indio wave energy
- » Build a wave machine to illustrate the concept of wave energy

Materials

- » Student Handbook, pages 203-205
- » Duct tape
- » Bamboo skewers (several to build the experiment in
- » Candy or playdough (a large amount to do the experiment in activity 7)
- ⇒ Video: "Wave Machine Demonstration," National STEM Centre, available at http://ftd.li/ppojeq

Class Plan

Beginning

Ask students to mention the most useful and effective devices for communication, from the past and present. List their ideas on the board and have them reflect on how these devices have changed. Talk to students about what they envision for the future of communication.

Developing

Activity 1

Ask students to look at the pictures. Ask them what they think has changed in these different kinds of technologies. Organize them into pairs and have them talk about what each one enables them to do that others do not, for example. Ask them to consider the advantages and disadvantages of each device.

Activity 2

Read the question and explain to students that it is related to physics, and not to the similarities in physical

features of these technologies. You can tell them that it has to do with how these devices work and send information. If students have completed the class about electromagnetic radiation (CLIL - Is It Hazardous or Not?), tell them it has to do with triat topic. .f they did not know the answer even after some clues, play a quick Hangman game with the group. Write "electromagnetic" on the board and have them guess the word waves

Activity 3

Explain to students they are going to read an excerpt about the radio. Ask them to read the rubrics and answer the question individually. Then have them check their answers in pairs before the correction with the whole group. If students have completed the class about electromagnetic radiation (CLIL - Is It Hazardous or Not?), make a connection with that topic. Ask students if they remember the kinds of electromagnetic fields and elicit radio as one of them.

Activity 4

Tell students that in the previous activity they learned a little about the radio. Now, they are going to focus on how the radio waves are used to send energy and help us communicate. Explain that first they can scan the text to have a general idea. Then they read the words from the box. Finally, they should read the excerpt carefully to identify the missing words. Allow students time to work individually and have them compare answers with a classmate before the correction. Write the answers on the board. Ask a volunteer to read out the explanation. Answer any vocabulary questions students might have. Tell them that a more detailed and visual explanation is provided in the following activities.

Activity 5

Explain to students that they will be able to understand better the concept of radio waves in a more visual and didactic way. Ask them to look at the illustration and find the legend that corresponds to each number. Check the answers with the whole group.

Activity 6

Allow students some time to reread the previous texts quickly and list more technical words, i.e., those they

not usually use in everyday communication. Talk to meabulary when they learn about a particular subject you can teach them the word jargon. Explain that, when they learn a specific subject in English, like science, they need to have specific language resources better understand the concepts

Activity 7

expenses that they have the opportunity expenses how the wave energy works. You can the students into large groups to build a "wave machine" each, or the group can build just one together. Have students look at the images attentively, and the written instructions, and start building their wave machine. Give the necessary materials to students and decide who will be responsible for each part of the whole task. Engage them in assigning and taking up these roles. Set some time for the activity and monitor students closely, offering support and answering questions

Activity 8

video to better understand the experiment and to check if their wave machine works. Play the video once without sound for the students to copy the movement made to look at the wave machine. Ask them to check if their machine(s) needs any repairs to broduce the same or similar result. Experiment with the machine and collect students' conclusions and observations about how this machine helps explain the concept of wave energy. Play the video again with sound so that they can compare their observations with the ones provided in the video.

Video Script

In it is best to start with a single pulse, which you can generate like this ... Now, you can see that there is a disturbance which travels gracefully worm this end of the machine to the other, and the sey thing to emphasize is that you can see the jelly bebies moving up and down but they are clearly not moving through the machine, it's the disturbance that goes from this end to the other. So how does that work? Well, when I lift this jelly baby it causes has bit of the tape to twist, which twists the next bit and so on along the whole length of the tape, so it's twist that is moving through the tape.

What the jelly babies do is asky mores to the system and in effect, what I'm doing is putting energy, into the way of the machine and seeing it; trainferious several makes along the machine by the disturbance [...]

National STEM Centre "Wave Macunie Device John Parker November 18, 2014 Accessed August 10 762 https://www.youtube.com/watch/12/16/7/2 age////seature-youtube Excerpt from 1/4/6/2/17

Extra Activity

Another simple experiment that can be carried out with students is the one demonstrated in the following video. This experiment requires a battery, a coin, and an AM radio.

> Concerning Reality, "How Do Radios Work?"
http://ftd.li/tjucub

Ending

Ask students about their impressions of the experiment and the effectiveness of doing practical activities like this to understand more complex concepts. Encourage students' participation in the discussion.

Answers

Activity 1

Personal answers.

Activity 2

They all work with electromagnetic waves.

Activity 3

The radio is a form of wireless technology for communication.

Activity 4

a) gadget; b) waves; c) transmitting; d) wireless; e) sends. f) air; g) receiver

Activity 5

a) 2; b) 3; c) 1

Activity 6

Suggested answer: electrons, transmitter, waves, wireless, receiver, signal, wired connection

Activity 8

Personal answers.



UNIT 8 • Upcycling

Contents

o - 1, 1, 1

Objectives

- 1.5'11 5'. "9 W
- Repurpose an old object
- " e a new or alternative piece of media.

Materials

- n Any old devices or forms of media that can be epurposed (ask students in advance to bring it, but be sure to provide some extrast
 - +Old CDs and DVDs and their cases
 - Od cassette and VHS tapes
 - Newspapers and magazines
 - Advertisements and product packaging
 - Parts of electronics that are no longer useful 'computer keyboard, alarm clock, old cell phone, etc "
- >> Strong scissors
- » Hot glue gun or super glue for plastics
- » Liquid glue, water, paintbrushes, cups for mixing (if working with collage from printed media)
- > Tools, such as screwdrivers and pliers (if working with electronic parts)
- » Art supplies, such as
 - Paper
 - Markers
 - Stickers
 - Decorative tape
 - String or yarn
 - > Cardboard or sturdy paper
- » Computer lab or devices with internet access
- n Hairdryer and butter knife (optional, for separating parts of DVDs to use in a mosaic)
- ⇒ Old vinyl tablecloth or old scraps of fabric (optional) Dry erase markers (optional)

Class Plan

Beginning

Ask students "What is media?" Organize them. into small groups or pairs to discuss and define the word media. Allow students a few minutes for the discussion and ask volunteers to share their thoughts with the group. Compare definitions and come to an agreement on one complete definition (e.g. "a way of communicating an idea to multiple people"). Next, set a time limit (between 1 to 3 minutes) and challenge pairs or small groups to list as many forms of media as possible. Compare as a group and see how many kinds of media students can name. Ask them "Can rocks that are arranged by humans be considered media?" Point out some forms of media that might be less obvious, such as cave paintings, graffiti, T-shirts, games, song and dance, sand art, tattoos, etc.

Developing

Show students some images of upcycling from the internet based on the old items available. For example, if there are a lot of CDs, search for "upcycled CDs." Ask students to define the term upcycling (taking something old and repurposing it into something new).

Challenge students to upcycle any of the items brought in (they can trade and mix and match). to make a new piece of media - something that communicates an idea to the people who interact with it. Give students the freedom to make their own choices, working alone or in pairs. They might choose to make a piece of art, a poster, a whiteboard, a way of sending a message to a friend, a picture frame, a box with a message inside, or any alternative means of communication they can think of.

Some ideas include:

- > Put art or pictures inside the transparent display cover of a DVD case.
- Put white paper inside a DVD case and use it or old CDs as a whiteboard.
- Glue rectangular objects (CD or DVD cases, VHS, or cassette tapes) together to make a box, a grid, or another shape.

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SOCIAL - EMOTIONAL LEARNING

UNIT 8 • Stalking

Contents

- » Socio-emotional learning
- » Responsible decision-making

Objectives

- Discuss ethical responsibility
- » Identify social-emotional competencies
- Develop responsible decision-making skills

Materials

- » Student Handbook, pages 295-296
- "Stalking" video
- » Video "Social and Emotional Learning (SEL) Competencies, CASEL, available at http://ftd.li/odny3u
- » Slips of paper

Class Plan

Beginning

Ask students to name people who were very famous in the past. It could be an artist, a scientist, a sports person, etc. Have them organize into small groups and choose one of the famous people mentioned. Ask them to suppose this person came straight from the past to nowadays, and discuss "What would you ask them?", "What would probably surprise them about the present time?", "What would you tell them about computers and cell phones?"

Allow students enough time to answer the questions. As they do so, walk around the classroom and ask them their opinions about the last question. When students have had enough time to discuss, invite some volunteers to share part of their discussion.

Developing

Before watching the video

Activity 1

Organize students into pairs. Ask them to look at the picture and think of things the person in the picture could be doing online. Have them check the options and add other ideas. Write some of the students' ideas on the board.

Activity 2

Explain to students you are going to show them the beginning of the video by Amber and Nicholas, and

that the theme is something that may be done online but invades other people's privacy. Elicit stalking and ask them to discuss in pairs what they expect to watch in this video.

While watching the video

Video - Part 1 (0:00-0:13)

Activity 3

Play part 1 of the video once and have students check their predictions. Ask them if the famous person they chose at the beginning of the class would know what stalking is and in what ways stalking would be different in their time.

Extra Activity

Elicit some information about the videos Amber and Nicholas present: they are informative; they usually lead the viewers to reflect about something present in our lives; there may be humor; they usually give tips, etc. Play part 1 again and ask students to imagine what part 2 will be like and act it out in pairs. As they finish, invite them to present their scene to another pair and talk about similarities and differences

Video - Part 2 (0:13-3:11)

Activity 4

Write "stalking" on the board and invite students to say words or phrases they think are related to it. Play part 2 of the video once and ask them to complete their mind maps with key ideas mentioned in this episode. Have students compare in pairs and add more ideas to the board.

Activity 5

Ask students to read the Amber and Nicholas' ideas and check the ones they remember. Play part 2 again if necessary.

Activity 6

Explain to students that Amber and Nicholas give some tips on how to deal with these situations. Play part 2 again and have students take some notes. Open a discussion with the whole group and write some key ideas on the board.

1 11

whare their answers with a classmate ers to tell the whole group what they have a control or the whole group what they

Activity 8

question Nicholas asks at the end of the wideo ("A" it do you think about stalking?") and give

Sagiri

The five main competencies are (self-awareness management, social awareness, relationship skills, and responsible decision-making). You can show students the wheel on the PDF document "Social and Emotional Competencies."

Ask students to identify pieces of information in this cases and previous SEL classes that are examples of the development of each of these competencies. The following questions may help you to carry out the discussion

- what extent do you feel you can better understand and regulate your emotions and behaviors?
- Which video classes you have had this year or in previous years that you remember well?
- those classes?
- What competencies do you think you should work wharder on?
- Which movie suggested by your classmates would you like to see? Why?

Extra Activity

Elicit five main competencies of social and emotional learning and write them on the board. You can project page 2 of the document "Social and Learning (SEL) Competencies "

Prepare four sets of sentences from the video on separate slips of paper in advance. Form groups of feur students and give out the set of sentences with the script on strips of paper. You may use these sentences or others you find interesting to discuss:

Actual stalking is based on an unhealthy obsession can even be considered a crime.

- every information you can about the person a
- intentions to stalk someone and harm them
- put online.
- We should respect other people's privacy or the
- If you like someone, you should respect their right to privacy.
- Stalking someone you have a relationship with shows the person you do not trust him or her and it can create a lot of problems
- when you feel like stalking someone online, you should say "No" to yourself.

Ask students to shuffle the sentences and put them tace down on their desks. Instruct them to take turns uncovering a sentence and telling the group how they relate it to those main competencies. After students have had enough time to explore the competencies in the statements, invite some volunteers to share their opinions.

If students have completed the SEL class "Extra" Extra!" (in which they discuss fake news), invite them to do this activity once more by saying aspects involved in identifying or sharing take news they can relate to the competencies. If they find the difficult, say the situations below in random order and ask them to say which competence they relate it to.

- something without thinking twice
- Self-management: developing self-discipline to control the impulse and check whether the news is fake.
- spread a piece of fake news, you are contributing to a state of misinformation.
- Relationship skills: pointing out to someone that has shared fake news that they may have done this inadvertently, but there is still time to correct themselves.
- Responsible decision-making understanding that by deciding to always check whether the news is fake you are exercising ethical responsibility.

Ask students what other issues, be those online or not, they would like to discuss the same way, by identifying the social and emotional competencies necessary to handle them well. Write the issues they mention on the board and form small groups, who should decide which one they will work on. Ideally, the groups should choose different issues. Allow them enough time to do this task and invite them to present their ideas to the group.

Finally, ask students to form pairs or trios and, together, choose a movie or series to recommend to the group. Say that this movie or series must follow one condition: be mind-opening and lead viewers to reflection. Give them an example. Ask them if they have seen or read Wonder (in Portuguese, Extraordinário), and how it could contribute to someone's socio-emotional development (it talks about bullying, empathy, learning to respect and appreciate diversity, resisting social pressure, etc.). Allow them some time to choose a movie, and then share with the whole group, explaining why they are recommending it. Students can choose one and, if they have access to the internet in class, you can show them its trailer.

Anewers

Activity 1

Personal answers. All the options are possible

Activity 2

Personal answers. Suggested answers: students may say they expect to see tips do handle stalking, for example.

Activity 3

The video is about stalking. It illustrates a situation, gives examples, and also tips to handle similar situations.

Activity 4

Some key words include: Stalking (center), serious, follow, crushes, social media, real, dangerous, harmful, unhealthy obsession, crime.

Activity 5

b; d; e

Activity 6

We should be very careful about what we put online and avoid giving specific personal information. We should also respect other people's privacy online.

Activities 7 and 8

Personal answers.





Mystery Investigation

Contents

I Pa

Objectives

- martice the use of the passive voice
- wing skills and teamwork

Materials

- B More Pir " (m" ; " de
- per group of four or five students)
- that can be used as clues for the minimum to the minimum to the least turned over, etc

Class Plan

In Advance

the mystery. Do not make all of the clues obvious.

It less obvious the clue, the more interesting the specific becomes. Think of a silly, unrealistic mystery tould have happened in your classroom (e.g., test, an old untage appeared from nowhere, etc.). Since this pan e consists of asking students to solve a mystery, must have an idea in your mind of what have and should set up the scene accordingly have a training the scene accordingly.

Seginning

you have the scene and all the clues set up, n to students they will have to solve the mystery

Developing

Cive each group some index cards 'are at a laternatively, they can use their notes as their notes as their notes as their notes as the area. Allow each group to investigate the same and the rules, and take some time and the rules, and take some time area.

Once students are done, they get together in their groups and talk about the clues. They should in to formulate a hypothesis about the mystery. While they talk, walk around the classroom, and encourage them to use the passive voice (e.g., "A crump expired of paper was left on the desk," "Footh my were left on the floor," "Some desks were turned over"). Set up a time limit for their discussion.

Give each group a sheet of paper and ask them to write down their hypothesis and justify using the clues. Provide an example, if necessary, using another situation. Encourage them to use the passive voice. Instruct students that besides being coherent, the hypothesis and justifications should be written correctly in order to win the game. They should hand in the piece of paper with their hypothesis to you.

Ending

Read the groups' hypothesis and justifications using the clues to the group. Students should discuss the theories and vote in the most likely to have happened. Along with students decide which group wins the game.

From the Stone to the Internet | Part 1

Contents

» The history of communication

Objectives

- » Brainstorm ideas about communication
- » Learn vocabulary related to communication

Materials

StandFor Project – From the Stone to the Internet portfolio

Class Plan

Beginning

Address students to the infographic and ask them to guess what it is going to talk about based on the title.

Write "communication" on the board and ask them to write down everything they know about it.

Developing

Write "cars" on the board and ask students to write down everything that comes to mind when they think about cars. Allow students some time to do that and ask them to report back to the whole group.

Address students back to the infographic and ask them again what the topic of the infographic is. Write "communication" on the board and get students in small groups. Allow groups some time to write down everything they can think of related to communication.

Ask students to complete activities 1 to 3 from the #exploringthetopic section.

Activity 4

Have students answer activity 4, finding the words in the puzzle. Check their answers as a group.

Ending

Ask students to complete the boxes I know about this topic and I want to know in the KWL chart.

CLASS

From the Stone to the Internet | Part 2

Control

en were sourced trices by or the fire of the

Dejectives

to a contract of the contract

Materials

* Section of the ref

Class Plan

Beginning

Developing

The second second allow them

It is a phic and allow them

It is a read the infegraphic, waik

It is a them if they need.

After students have read the infographic, divide them into five groups to discuss what they have read

Activity 1

#postreading section. Divide them into groups and take each group responsible for answering one item. Allow students some time to think of the problems each method would have. Have students imagine themselves in the time each method was used and what problems they might have. Also have them read the infographic to learn more about each means of communication. Have groups report the problems they might have with each means of communication to the whole group.

Activity 2

Get students back in groups so they can think about solutions for each problem and ask them to answer the activity.

Ending

Ask students to report the solution they thought of to the whole group. Have them discuss the solutions presented

From the Stone to the Internet | Part 3

Contents

» The history of con munication

Objectives

- » Read about viritten communication
- » Read an infographic
- » Research about communication

Materials

- » Standfor Project From the Stone to the Internet portfolio
- » A picture of Chacrinha
- » Computer lab or devices with internet access

Class Plan

Beginning

Address students to the infographic again. Work with what students read, asking them to exp ain it to you after they read it.

Developing

Allow students some time to do the activity on the **#postreading** section, then correct the activity as a group.

Give students. I minute to write down as many means of communication as they can remember. The winner is the student who remembers the most means of communication.

Ask students to open their projects on the #researchtime section. Show students a picture of Chacrinha and ask them who he is. Address them to the box explaining who Chacrinha is. Ask students what they can tell about him by looking at the way he dressed

Address students to Chacrinha's quotation and ask them to discuss it in pairs. Also ask them to think about what **Chacrinha** meant and to say if they agree or disagree. Get students in groups of four and have them use smartphones to research communication. Ask groups to answer the questions in the **#researchtime** section

As students research communication, walk around the classroom and help them as they might need help to know what to look for to answer the questions

Ask groups to share what they found with the group and encourage them to compare their answers.

Ending

Ask groups to share what they found with their classmates and encourage them to compare their answers.

CLASS

From the Stone to the Internet | Part 4

Contents

2 10 -- .

Objectives

2 an a 470

Materials

and and are stone to the

Class Plan

Geginn ig

they remember from what they read

Developing

Ask students to open the riprojects on the dit'syourturn section. Ask thom if they

remember any embarrassing situations caused .
miscommunication they have been through. Explain
to them they are going to make a video about one
situation when miscommunication occurred. Get
students in groups of four to plan their videos

Explain to students they need to decide who will direct, who will shoot, and who will act in the video. Together, they need to write a script for their video

Walk around the classroom monitoring students' work while they write their scripts. Help them when they need

Ending

Ask students to complete the project schedule, deciding who, what, and when they are doing all the project stages. Ask them to finish the production of the video at home. The video will be presented in the next StandFor Project class.

From the Stone to the Internet | Part 5

Content

211 1 . . .

Objectives

as the state of the state of the

Materials

returned parties of

n out on or there, will recent access

Class Plan

M Advance

A. R. P. Islants to bring the rivideo productions to be presented in this class. If possible, use the computer lab to present the videos.

Hey in

they were the second of the se

Derstoning

And the company of the property of the company of t

Play the videos again and affine form of a life of a large in their group.

Ending

funir est, most embarrabling etc. Firm no them on the importance of expressing them to see the sections.

REVIEW Units 7-8

Contents

- are
- The section is a
- 10 for 1 70 10 10
-
- 11 11 1

Objectives

- Crafe of Selnews channel
- P Render to the second conditional
- · Croste in news head me
- we'bs and compound words

Materials

Student Handbook, pages 98-99

Class Plan

Boginning

Salare the class, write "News" or "News Channel" on the board. As students come into the classroom, invite them to say a word which they think is associated to the previous one

Developing

Unit 7

Activity 1

Go ever the instruction and make sure everyone finderstands what to do. Give students an example, telling about what your online news channe would be like. Have them work individually. Then invite a few volunteers to share their ideas with the group.

Activities 2 and 3

Have students read the instructions. Highlight the use of passive voice giving examples before they start the activity 3. Allow them a few minutes to do the activities. Monitor the activities and help them when necessary

Activity 4

Go over the instructions and make sure everyone Understands what to do. Highlight the second conditional structure: if + past simple + would + Infinitive. Ask them when we use it (hypothetical, unlikely or impossible situation in the present or future). If necessary, give some examples, like > If I won the lottery, I would buy a new house > If I were you, I would buy a new house. (advice) Invite a few volunteers to share their timetables with the group

Unit 8

Activity 1

Address students to the activity and have them working individually. Arrange students into pairs to compare answers to each other. Give them extra time to do it. Check their answers with the whole group

Activity 2

Demonstrate the activity using item a as an example. Have students working in pairs. Give students 6 minutes to do the activity and check their answers with the whole group.

Activity 3

Go over the instructions and make sure everyone understands what to do. As they finish, ask them to present their headlines to the class. Monitor the activity and help when necessary.

Ending

Set up a class discussion about the online News channel (unit 7) and the News headline (unit 8). Ask them to tell which experience they think was more interesting to do and why

Answer:

UNIT 7

Activities 1 to 4

Personal answers

UNIT 8

Activity 1

c; a; b; e; d

Activity 2

a) credit card, b) identity card; c) keyboard

d) lifeguard; e) lifetime;

f) skateboard

Activity 3

Personal answa .

ASSESSMENT

Units 7-8

Contents

nt, returning 13

Objectives

a A sess staff students have earned in units 7-8

Materials

- n Test available at lon ca
- » Extra activities (optional)
- » Recters (optional)

Class Plan

In Advance

- A few weeks before the due date, take the test in one sitting and write down the time you spent. Multiply it by around 5 to 8 times and this is the time students will need to complete their tests.
- · Make sure students can do the activities independently as they must remain in silence in order to not disturb other students who are still answering the test
- Consider students' characteristics and knowledge. Make changes in the test to guarantee that it fits the time slot you have and it reflects what happened in the classroom
- , Check if you will need sound equipment and make the necessary arrangements.
- , Prepare extra activity worksheets and get some readers from the library to give to students who finish the test before others if there is not a waiting room or supervised area they can go to

Beginning

Arrange students' desks in a way that they are not too

Developing

Tests are typical examples of summative assessments They are formal, usually administered at the end of a course of unit, only in few times in a year because they similar to the same stinderits, learning over a belief of the However to by ale only one among many other form of assessments you may use to collect data about Talents of ademic knowledge and English proficiency

level. In addition to summative assessments, you may use formative ones. These are informal and ongoing evaluation tasks and activities to monitor progress toward a specific objective. Whether using summative, formative, or both types of assessments, use the results to know more about students' strengths and weaknesses so you can adapt lesson plans, personalize instruction, and choose learning materials to better meet their needs

Go Further

- For formative assessment ideas, visit https://ftd.li/ut8gpg and https://ftd.li/nbbfso
- Read about the difference of summative and formative assessments at https://ftd li/pogkj6 and https://ftd.li/rvaei5.

Classroom Management

- Answer questions students may have about the instructions
-) If students do not know the answer to a question, advise them not to leave it blank. Teach them some strategies, such as to eliminate answers they know are not correct; to pay attention if two alternatives are similar; to look for cues from other questions or from the picture they are looking at. Some suggestions: "Do you understand what you have to do here?", "Which alternatives you know are warre, so you can eliminate?", "What is the most protected answer?", "[Look at the picture/Read the text again with more attention. The answer is there "
- > Sometimes students only need reassurance so they ask questions to know if they are correct in this case, motivate and boost their self-confidence by saying they are capable of answering the questions on their own. If you tell them their a niver a night or wrong, students will repeated and for more
- During the tests, be alert and monitor structures by walking around the classroom to make size students do not cheat or distract other students
- off some students finish the test before the others and there is not waiting room or superi sect area. they can go to, tell them to remain sment while a. students finish their tests. You may offer them a book to read or a worksheet they can a an accept or answer without your assistance

students after they have completed all the 11 11 101 111 are an other is give reedoack to students we cut the parts they did well and the parts they according overas a whole group and moisidually. as " see " soc may use the mental and written Stession beliefaken during the test and write a report calld for each student with some personal potes on their benomiance

Unit 7

Contents

n ontent from ut

Objectives

sess what students have learned in unit 7

et students familiar with internal anal exam formats

Materials

n Copies of the ckar lavaliable at lónica

P Audio track avail to e at lônica

Class Plan

in Advance

A lew days before:

sate write as the exam from lônica and have copies made;

the Exam Guidelines available at lonica in order to familianze yourself with the exam characteristics and be able to answer students' questions

the previous class:

** explain to students that, on the day of the exam, they will take a mock test that simulates an international exam. Talk about the importance these exams can have in their lives, for example, consider doors for them to study or work about

opening doors for them to study or work abroad a international language certificates are usually recognized by many international institutions;

A discuss test-taking strategies they can use during exams, like time management. Leaving difficult questions to the end is one example.

Beginning

necessary materials to start the exam. Check if desk arrangements are adequate: they must discourage poster or other display that can offer at the exam questions

Reading and Writing, Listening, and Speaking Hand the test out. Tell them to only open the papers when you tell them to do so

Developing

Tell students they will start the test. Ask them to, first, write their names and date on the front page of the

Reading and Writing

For this section, instruct students that if they need to talk to you, they should raise their hands and wait for you to approach them.

Listening

Before starting this section of the test, advise students that they will hear each part of the exam twice

Speaking

Help students to feel comfortable during the whole conversation. Candidates to the exam can take the test with another student (or occasionally in a tno). They must have conversations with the examiner (called the "interlocutor" in this part of the exam) and with the other candidate(s).

You may ask help from another teacher for the Speaking section or even leave this section for a second class, if needed

Ending

Let students know the end is coming by saying something like "You have 5 more minutes until the end of the exam." When you say "Time is over now," ask them to stop where they are and hand over their tests immediately. Collect everything and make sure students have written their name on the question papers.

EXAM PRACTICE

Unit 8

Contents

no Content from unit 8

Objectives

- » Assess what students have learned in unit 8
- » Get students familiar with international exam formats

Materials

- » Copies of the exam available at lônica
- » Audio track available at lônica

Class Plan

In Advance

A few days before:

- odownload the exam from Iônica and have copies made;
- read the Exam Guidelines available at Iônica in order to familiarize yourself with the exam characteristics and be able to answer students' questions.

In the previous class:

- explain to students that, on the day of the exam, they will take a mock test that simulates an international exam. Talk about the importance these exams can have in their lives, for example, opening doors for them to study or work abroad as international language certificates are usually recognized by many international institutions;
- exams, like time management. Leaving difficult questions to the end is one example.

Beginning

Arrive before students and check if you have all the necessary materials to start the exam. Check if desk arrangements are adequate: they must discourage

students' interaction as well as leave enough space for you to move around to help, if necessary. Remove any poster or other display that can offer answers to the exam questions.

Explain to students the test is divided into three parts:

Reading and Writing, Listening, and Speaking

Hand the test out. Tell them to only open the question papers when you tell them to do so.

Developing

Tell students they will start the test. Ask them to, first, write their names and date on the front page of the test.

Reading and Writing

For this section, instruct students that if they need to talk to you, they should raise their hands and wait for you to approach them.

Listening

Before starting this section of the test, advise students that they will hear each part of the exam twice.

Speaking

Help students to feel comfortable during the whole conversation. Candidates to the exam can take the test with another student (or occasionally in a trio). They must have conversations with the examiner (called the "interlocutor" in this part of the exam) and with the other candidate(s).

You may ask help from another teacher for the Speaking section or even leave this section for a second class, if needed.

Ending

Let students know the end is coming by saying something like "You have 5 more minutes until the end of the exam." When you say "Time is over now," ask them to stop where they are and hand over their tests immediately. Collect everything and make sure students have written their name on the question papers.

- be bredict verb tenses in a song
- a Develop listening skills for detailed comprehens on

Materials

- ** A sand with wir ous tenses in its lyrics (suggested song "har the rinkt Time in Forever," by Disney's Frozen;
 "I St. Haven t Found What I'm Looking For," by U2)
- Statents or projected)
- » Poster paper (five, one per group)
- Markers (colored, if possible)
- n Grammar reference books (optional)
- Tomputer lab or devices with internet access

Class Plan

Beginning

white five verses from the song with mistakes on the board. Each verse should include a different verb tense students have studied. Give them some time to correct each sentence. Check with the whole group and review the verb tenses briefly. Ask students if they can identify the song

Developing

Explain to students they are going to listen to the song from which the sentences were extracted Explain that while they listen to it, they have to write down all the verbs (in different tenses) they hear

Play the song once, and have them have the ha

Play the song a second time and ask student of complement their lists, if possible, and compare to sure with another classmate's

Hand out the lyrics to each pair or project it A my students some time to read it and compare 1 mm her lists. Play the song once more so that they far they and read

Divide students into groups according to the verb territion found in the song. For example

- simple present group
- simple past group
- present progressive group
- future group (will or going to)
- present perfect group

Allow some time for groups to review and study their verb lists. They can refer to their textbook, other grammar books, if available, or they can access the internet using their own devices (if possible)

Explain that each group will make a poster summarizing the use of their verb tense. Tell them that they should include all the verses that refer to their verb tense as well

Distribute the poster paper and markers to each group and allow them some time to create their posters.

Ending

Invite each group to show their posters and give a brief explanation of their verb tense using the verses from the song as examples

Encourage students to add other examples from song lyrics they know

DIGITAL SCIENCE

Plant Vascular System | Part 1



Contents

- a Print vascular system
- Phloem

Objectives

- » Identify phloem bundles
- » Outline the function of the phloem
- » Develop critical thinking

Materials

- » Student Handbook, pages 207-209
- » "Plant Vascular System 1: Phloem" video
- » Bilingual dictionaries (optional, one per pair of students)

Class Plan

Deginning

Ask students 'Do you usually eat those strings we find in bananas?", "Do you know that they are actually good for you?" Write these questions on the board, if necessary Listen to their ideas and if students do not remember what these "strings" are, address them to the picture in activity 1.

Developing

Activity 1

Ask students to look at the picture and read the extract of an article from a health magazine them answer the questions individually and answers from students and have a class discussion. Function of the phloem is. Write students' answers of the word phloem

Activity 2

Ask students they are going to watch a video about the carried bank play the video once and have the cass discussion and elic t what the

Activity 3

Have students read the sentence and the alternatives, answer any questions. Ask them to try to complete it based on what they remember from the video, Play the initial part of the video again (up tom 0:20) so that students can check their answers.

Activity 4

Read the statements with students and answer any questions they might have. Play the video through and ask students to write **T** or **F**. Have them double-check their answers with a classmate and elicit the answers Write them on the board.

Activity 5

Ask students to work in pairs for this activity. Have them look at the micrograph of a sunflower stem vascular tissue, read the caption, and circle the phloem. Help them if necessary but allow them time to read and find the elements described in the caption. They can use a dictionary, if available. When they are done, ask students to explain what they circled. This is an opportunity to work with their ability to describe pictures.

Extra Activity

If time allows, you can explore the detailed comprehension of the caption. Ask students the following questions:

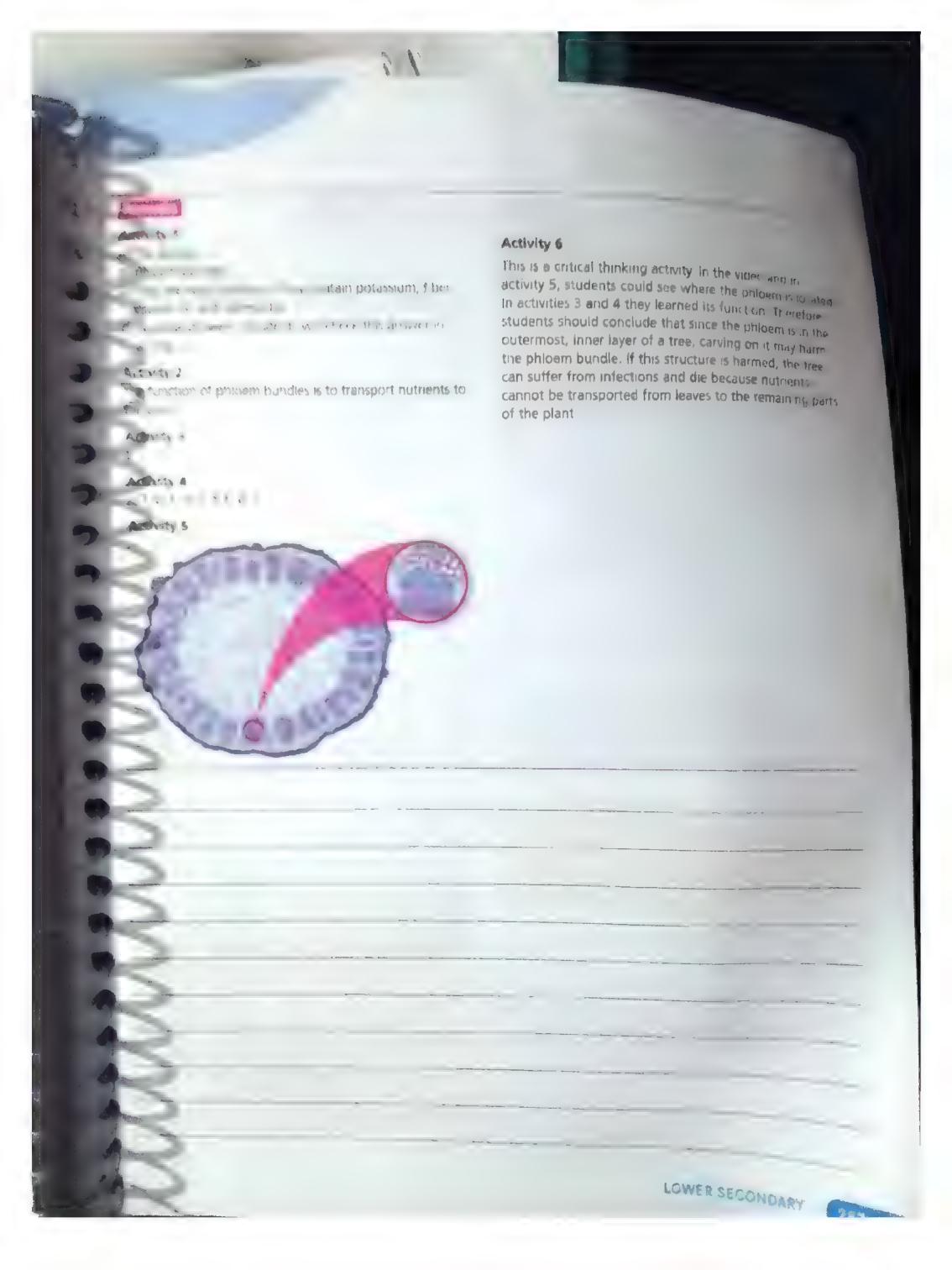
- 1 What is the scientific name for sunflowers? (Hel anthus annuus.)
- 2 What is under the epidermis? Identify it in the picture (Collenchyma in dark blue.)
- 3 What is parenchyma tissue made of? (Cortex and pith.)

If possible, take students to the lab to see plant cells and phloem under a microscope.

Ending

Activity 6

Ask students to discuss this question in small groups or as a whole group. Walk around to monitor their use of language. Have a class discussion to get their conclusions and write a final answer on the board to end the class During the discussion, encourage them to use agreeing and disagreeing expressions they have learned in unit?



DIGITAL SCIENCE

Plant Vascular System | Part 2



Contents

- » Plant vascular system
- 22 4 15 17

Objectives

- » Identify xylem vessels
- Doubline the function of the xylem

Materials

- » Student Handbook, pages 210-212
- "Plant Vascular System 2 Xylem" video
- » Bringua, dictionaries (optional, one per pair of students)
- » Computer lab or devices with internet access (ontional)

Class Plan

Beginning

Write *How do you think plants pump water up from their roots to their leaves?" on the board. First, have students discuss their answers in small groups. Then allow them to share their answers to the whole group. You may want to draw a mind map on the board with



Use the following video as a source of vocabulary or

Veritasium, "How Trees Bend the Laws of Physics":

Developing

Activity 1

Keep students in small groups and ask them to explain the experiment Elicit students' ideas and write them on the board. Do not correct them at this moment, they would have the chance to reflect and discuss it further

Activity 2

Before playing the video, have students read the sentence and answer any questions. Play the video once and ask them to choose the best alternative. Students can check their answers in pairs before you correct it with the whole group

Activity 3

Ask students to read the extract and answer the question individually. Then they compare their answers in pairs. Explain the term cellulose and practice the its pronunciation if necessary. Practice the pronunciation of xylem as well. Play the video so that students can watch it again before activity 4.



Ask students to check the meaning of cellulose in a dictionary, if possible.

Activity 4

Read the sentences with students and answer any questions they might have. Ask them to complete them using the words from the box. They should pay attention to the context and the words around the gaps. They need to rely on what they remember from the video at this moment. When they are done, play the video again and have them check their answers. Write them on the board

Activity 5

Have students work in pairs for this activity Explain to them they have to look at the micrograph and circle the xylem. Afterwards, ask students to describe what they circled. This is an opportunity to work with their ability to describe pictures.

Extra Activity

If time allows, explore the detailed comprehension of the caption. Ask students the following questions.

- 1 What is at the end of xylem? (Patches of fiber)
- 2 Where is the cambium? (Between the phloem and xylem, in light blue.)
- 3 How many times was the image enlarged? (Seven.) If possible, take students to the lab to analy, e point

cells and xylem under a microscope TEACHER BOOK

1

000 111

The state of the s we work, and students r slideshow in the following class. If arv, quide students on how they should create with the services could have, how should create each slide (title, not too much text),

the stage takes to be a total the stage of t en age to be comet the contract of the second Par are back will at affer to tele , a fire attitated they to consider to a to see to . Col We . What I have at Plate Indienter

http://tidio/st. 46m

Bite are Towart Biomic title, or Syland 14 NORK A Dimimitt show Plant Cope With the forger Climate - http://fid.lihgw7ed

Ending

Have students present their slides and conduct a class discussion on the topic

Activity 1

THE SETTINGER COOPED Water of not gape e of paper towal 100 CT - 171 - 171

Activity 2

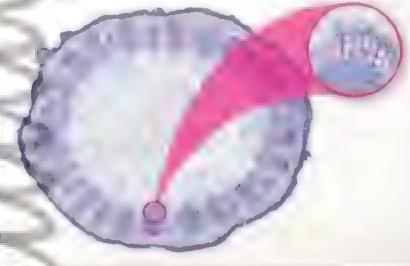
Activity 3

to the situations occur the capillary action. The experiment possible due to the paper being out of cellulose, the fiber found in plants. Water were through cellulose, mixing the color-

Artivity 4

lead, woody, d) spirals, \$0mm;- ; ,t (- 11

A. Mvity 5



Activity 6

Personal answers. Suggested answers

Since the xylem is made of dead cells and it is located inside a living thing (a plant), the meme jokes about the fact that an emo biologist is like xylem - dead inside (very sad)

It is a pun on the words xylem and xylophone (musical instrumental) Both words have similar pronunciation: / zī-lem/ and /'zī-le-_fōn/

Oak is a species of tree, and it is a pun with the word OK

Activity 7

Personal answers. Students are expected to present a slideshow of their research on xerophytes (desert plants).

DIGITAL SCIENCE

Gas Exchange in Plants



Contonts

- 10 ' , . A . 1 , 1 , 1 1 ...
- 21 2 2 2
- Day Contra

Objectives

- B | ' | B | 7 | d
- BILL, PART TION of stomata

Materials

- m Student Handbook, pages 213-215
- "Gas Exchange in Plants" video
- is Bilingual dictionaries (optional, one per pair of Strate.
- Computer lab or devices with internet access

Class Plan

Beginning

Write "stoma" on the board. Ask students if they know what it is and invite them to share their previous knowledge. If they are not familiar with the term, allow them a few minutes (3-5) to do a quick search on the web. Encourage them to share what they have found

Developing

Activity 1

Explain to students that they are going to watch a video about stoma. Ask them to look at the picture and read the caption. They need to answer the questions individually and check them in pairs. In item d, encourage them to write down some ideas of what they expect or would like to watch in the video. For instance, what answers or information about the topic they would like to watch

Play the video once so that students can check their predictions and get familiar with the video.

Ask students to look at the picture and ask if they remember the names of each part of the stoma. Allow them some time to complete the inidge Play the video and allow their metite to their therais in Practice the pronunciation of these terms with students

Activity 4

Before playing the video again, have students read the statements and answer any questions. Say they can work in pairs. Play the video and have students check if the sentences are true or false. Check their answers with the whole group

When students finish the first part, ask them to correct the false statements. As soon as they are done, play the video once more for correction. Elicit their answers and write them on the board.

Activity 5

Have students work in small groups and discuss the problem proposed. Have a whole class discussion and help students with vocabulary if necessary.



Cellular respiration is different from breathing Not all living things breathe, but all of them respire. Respiration is the process of using oxygen to produce energy. The following video explains the processes of cellular respiration, photosynthesis, and their connection.

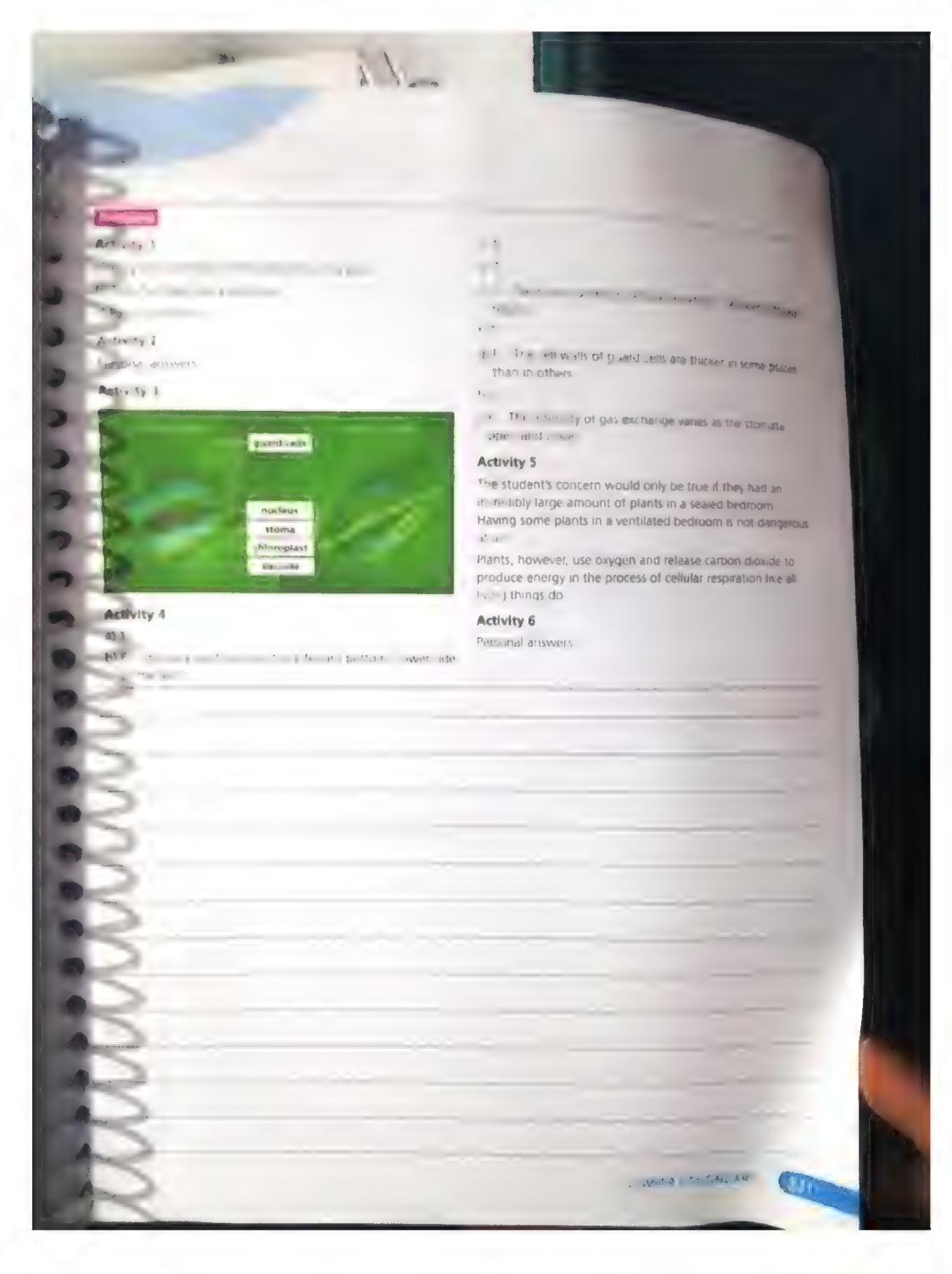
» BOGObiology, "Photosynthesis vs. Cellular Respiration Comparison": http://ftd.li/2wuy88.

Activity 6

If necessary, divide this activity into two classes. Have students work in pairs and follow the guidelines on page 36 to create their survey. You can provide them with some ideas of what to ask (e.g., what types of plants people prefer, what they know about their structure if they know how to take care of them, etc.). You can ask them to apply their surveys with other students at school. Students can present their results in the following class, along with ideas to help increase people's knowledge of plants and now to take care of them.

Ending

Ask students to show what they have done and how they have planned their surveys. Conduct a class discussion so that students can improve their surveys with opinions and suggestions from one another



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st. ant to know

A America you like to wart

() Cyant to eat

e) (would like to propose

Activity 2

a) Because; b) but; c) Furthermore; d) However; e) In addition,

f) Truescafeire

Activity 3

Activity 4

a) To make online trolls responsible for their online abuse

b) Internet providers and social media companies

block their access to social media and IP addresses.

UNIT 3

Lesson 1

Activity 1

क ::35 written, b) Has, seen; c) haven't bought; d) haven't ce. 7, e) have, been; f) haven't talked

Activity |

a) I nave lost my cell phone

We haven't understood his explanation

c) She has studied at this school for three years

the machine and sofia have not helped us fix the machine

Activity 3

a chasen bibought of written discaden, el done

Lesson 2

Activity 1

at's (or is); b) Have, c) Do, d) Have; e) does; f) Have

Activity 2

all school subject is

b, name never studied French

decicy si. e dass

d) never' decided what I will do when I milder

ermar at 15 am

formative got a perfect score on a test

Activity 3

a) giulni, bi desperate in primzted di desperate e i impledi.

Lesson 3

Activity 1

a) Pirstly; b) Secondly, riello everyone dire the sace e) Let's move onto; f) Let me with by saying g, true research shows, h) Thank you for coming

Activity 2

a) Hello everyone; b) thank you for coming, r et me star by saying; d) Firstly; e) Let's move onto, f) our research shows; g) in conclusion

Activity 3

a) How far; b) How long; c) How long, d How lat, e) How long; f) How far

Lesson 4

Activity 1

a) Some people believe that; b) Other people say that c) Firstly; d) Secondly; e) However, f) in conclusion g) That's why I think

Activity 2

Ы

Activity 3

Activity 4

There are two arguments in favor and one against In favor: (1) When we are doing something we like, we are probably going to remember it; (2) We learn better when we do things and that is fun.

Against 71, It's impossible to have fun every time

UNIT 4

Lesson 1

Activity 1

Total Control	A CONTRACTOR OF THE PARTY OF TH	I
organize		
व्याप्तः - अर्थान	persuasion	
compete	competition	
Mcrease	(F '0),0	

Activity 2

a) persuasive; b) competitive; c) increase

Activity 3

a die h. In tionne dur main hon ework yet

biline has a leady played this song before

clist the enit understood the question

d They have just arrived at the hotel

Activity 4

all race a ready * ished it

timey have just started filming the campaign.

c make you seen the new ad yet?

d No. haven t seen it yet /I still haven't seen it

Lesson 2

Activity 1

Adjective	Stroenlative
bad	
busy	(1)
cheap	, , , , , , , , , , , , , , , , , , ,
comfortable	1 ()
easy	1
fashionable	· · · · · · · · · · · · · · · · · · ·
900d	
interesting	
	117.

Activity 2

- a) most beautiful, b) most ethica; c) smartest; d) ugliest;

Activity 3

a) the most fashionable I ve ever seen

b) the most comfortable I've ever worn

c) the cheapest I've ever bought

d' the bus est l've ever v sited

e) the ugliest I've ever had

Lesson 3

Activity 1

Activity 2

a F b) T; c F, d) T

Lesson 4

Activity 1

d, b, f, a, e, c

Activity 2

a) T, b) F, c) F; d) T

UNIT 5

Lesson 1

Activity 1

a; d, e, f

Activity 2

a) T; b) F; c) F, d) T

Lesson 2

Activity 1

a) interrupt; b) forget; c) continue; d) way, e) add, f) of,

g) wanted; h) reminds

Activity 2

a) so; b) such; c) such; d) so

Activity 3

a) She's so talented at video games.

b) She's such a talent at video games

c) He's so happy.

d) He's such a happy person.

e) It's so difficult.

f) It's such a difficult situation.

Activity 4

	A Commence of the Commence of
chose	blood
Cone	cup
know	does
moan	done
note	fun
show	giove
snow	rough
the same of the same	wonder

Lesson 3

Activity 1

a) who b) when, c) where d) which a army far

Activity 2

2) NO, b) D; c) ND; d) D

Activity 3

The answers may vary. However, students should use the

a) who; b) which; c) where; d) who; e) when; f) which

Lesson 4

Activity 1

Possible answers:

a) Algeria protests: disinformation on social media.

b) Pacebook Portal TV combines video chat and streaming.

Activity 2

Possible answers:

Roma social media campaign.

The New York Times changed a front-page Trump headline after backlash.

Activity 3

a) paragraph; b) sentences; c) action; d) convincing; e) effective

UNIT 6

Lesson 1

Activity 1

a) Orson Welles directed a radio adaptation of *The War of the Worlds*, reimagining the Martian invasion through fictitious news flashes.

b) Only about a third understood the invaders to be Martians.

c) Mass panic and listeners fleeing their homes in fear.

in First: media messages can powerfully reinforce what people already believe. Second: fake news is most powerful when it is shared.

Activity 2

a) began; b) going on; c) creating

Lesson 2

Activity 1

Certainty	Uncertainty
I don't think there can be any doubt about There no doubt about it.	It might be true that I have my own doubts about It seems unlikely that

Activity 3

Starts with I	Starts with I'm	Starts with	Other
I doubt it.	I'm positive. I'm certain.	It might be true. It seems unlikely.	Definitely Of course

Activity 4

a) gym; b) cereal; c) stomach; d) city; e) giraffe; f) chief:

g) goose

Lesson 3

Activity 1

a) T, b) F; c) F; d) T

Activity 2

a) fact-checked; b) source; c) debunk, d) hoax, e) bogus

Activity 3

a) fact-checked; b) source; c) hoax; d) debunk; e) bogus

Lesson 4

Activity 1

a) excellent; b) complicated; c) readers; d) foundation; e) love:

f) new; g) should; h) have; i) short

Activity 2

b; d; a; e; c

UNIT 7

Lesson 1

Activity 1

a) I really love watching short series on TV.

b) I'm not (too/very) keen on watching reality TV.

c) I can't stand watching TV.

Activity 2

a) didn't watch; b) would have; c) would read; d) spent; e) would exercise; f) Would, sleep; g) didn't watch; h) would sleep; i) wouldn't know; j) were not

Activity 3

a) as long as; b) in case; c) Supposing

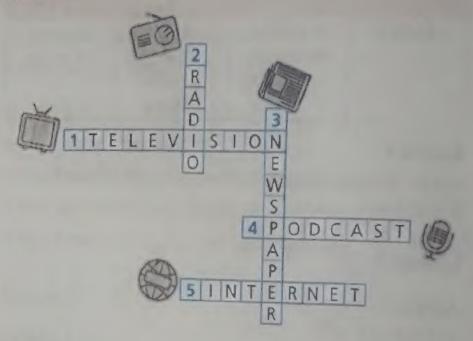
Activity 4

a) Would you stop watching TV for a while if you were challenged?

b) If I had more time, I would watch more reality shows on De

Lesson 2

Activity 1



Activity 2

/d/	/t/	/id/
claimed	cooked	added
played	increased	created
showed	liked	dated
tried	worked	decided

Activity 3

a) personalized; b) needed; c) loved; d) danced; e) kissed;

Lesson 3

Activity 1

a) digital; b) internet; c) downloading; d) computer; e) mobile; Activity 2

- a) I was fired from my job as a podcaster.
- b) The podcast was downloaded 2 million times.
- c) The podcast is presented by two friends.
- d) A podcast is listened to by my friends everyday.

- a) The word podcast was invented by a The Guardian
- b) The first podcasting book was written by Todd Cochrane. c) The most popular podcast in the world was created by
- d) Each episode of This American Life was downloaded
- e) The Peabody Award was won by the Serial podcast in 2015.

Lesson 4

Activity 1

1) b; 2) b

Activity 2

a) point; b) bottom; c) looks; d) right-hand; e) backgroun left-hand side

Activity 3

a) 2; b) 1; c) 1; d) 2; e) 1; f) 2

UNIT 8

Lesson 1

Activity 1

a) F; b) T; c) T; d) T

Activity 2

- a) log on; b) looking forward to; c) wait for; d) figure out;
- e) fallen out of; f) push back

Activity 3

00	00
bookshelf	full-length
bus stop	green-eyed
headphone	ice cold
toothpaste	short-term

Lesson 2

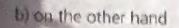
Activity 1

- a) I think you'll find that this idea is the best because ...
- b) Why don't we ...
- c) It's imperative that ...
- d) I'm most certain that you'll agree with me on ...
- e) I must say that ...
- f) Without a shadow of doubt ...

Activity 2

- a) One disadvantage is ...
- b) One major issue is ...
- c) Your argument contradicts
- d) On the other hand
- e) I dispute that ...
- f) Although you may say that, I believe ...

a) without a shadow of a doubt



- c) but I must say
- d) Although you may say that, I believe
- e) your argument contradicts
- f) it's imperative that

Lesson 3

Activity 1

d

Activity 2

a) T, b) F; c) T; d) T; e) F

Activity 3

a) grim; b) in a nutshell; c) demise; d) king

Lesson 4

Activity 1

1) Transformation; 2) Access; 3) Governance; 4) Security

Activity 2

Opportunities	Challenges
Create new	Universal affordable internet access
markets for	Data security and privacy.
business.	Rules and ethics, as well as societal
	benefits and costs.
	Cybercrime.

Activity 3

a) strengthen; b) affordable, c) unleashed, d) criminal offence

Activity 4

- a) Will also need
- b) Has included
- c) Is reshaping; is (also) raising, are rising
- d) Are being tested
- e) Were reported

UNIT 6 • The Big Lie

Contents

Nazism and nazi propaganda

Objectives

» Contextualize the emergence of nazism » Read about the role of propaganda in the emergence

of nazism

Materials

» Student Handbook, pages 195-198

» Video: "Steven Luckert - State of Deception: the Power of Nazi Propaganda," Los Angeles Public Library, available at http://ftd.li/jvo44o (optional)

Class Plan

Beginning

Ask the group what a historical lie is. Recap the concept that they have seen in pages 64-65 (unit 6).

Developing

Activity 1

Have students look at the picture of Anne Frank and her diary and elicit who she is and why her diary is so famous. If students do not know her, explain that Anne Frank was a girl about their age that lived through an extremely dramatic moment in recent history. She became famous after her death when her diary with her memories of those days was found. Her diary became a world-farmous literary work and also a historical document. Allow students to make some comments about what they know. Ask them to read the questions and then the diary entry to answer them. Alternatively, read it out loud for students. It is important that the questions be read before the text. Students can answer the questions in pairs or individually and check them in pairs. Collect feedback from the whole group.

The following videos provide further information

Anne Frank House, "The Diary | Anne Frank House |

Anne Frank House "10 Questions about Anne Frank | Anne Frank House | Explained"; http://ftd.li/3gde43.

Activity 2

Explain to students that this activity focuses on some useful vocabulary they will find in the texts they are about to read and listen to. Also, explain to them that they have to form collocations, which are words that usually come together, forming fixed combinations. Do the first one with the whole group and allow them to work in pairs to match the other items. After correction, practice pronunciation so that students get familiar with the sounds of the words.

Activity 3

Show students the KWL chart and explain it is a way to explore a subject considering what they know and what they want to know about it. Tell them to complete the first column individually by listing their ideas with bullet points. Elicit some feedback and write it on the board. Allow them some more time to list what they want to know in the form of questions. They can do it in pairs or individually. If necessary, model the activity by writing one or two questions on the board. Encourage students to look at the list of colocations in activity 2 to see if they are useful to complete the first two columns. Tell them they will not complete the third column now. They should save it for later.

Activity 4

Explain to students that the Holocaust is not what the lie could be about. It is a historical event extensively recorded by the media in general with plenty of evidence and fact to prove it did happen. Therefore, avoid letting students formulate this hypothesis. It is all right if students do not conclude that the nazis told lies to convince people to support them. Collect their contributions and do not provide an answer now. Tell them the answer will be found in the following activity.

Activity 5

Show students the extract from an article about famous historical lies called "10 of the Biggest Lies in History." They should scan the extract to compare it with the ideas they came up with in activity 4. Let them read individually first, compare ideas in pairs, and then collect their feedback. Have them justify their answers.

Activity 6

Ask students to read the rubrics and explain the activity if necessary. After reading this extract from